

**PIALA 2004**  
**14<sup>th</sup> Annual Conference Proceedings**

*Maron In Read Im Jeje Ej Ad Kojatdikdik, Library Ko Rej  
Jikin Kakurmool Kojatdikdik In Im Jolet Eo Ad Ej Bwinnid*

**Literacy Our Hope, Libraries Our Scope  
and Heritage Our Property**

and

**PIALA 2005**  
**15<sup>th</sup> Annual Conference Proceedings**

*Kasrpacsr Misenge Ac Etwack Lutu*  
**Resources Today and Learning Tomorrow**

Selected papers from the  
14<sup>th</sup> & 15<sup>th</sup> Pacific Islands Association of  
Libraries and Archives Annual Conferences

Edited by  
Arlene Cohen

PIALA 2004  
November 16 -19, 2004  
Nitijela Conference Room  
Majuro Atoll, Marshall Islands

PIALA 2005  
November 8 -10, 2005  
Kosrae Capital Building  
Tofol, Kosrae  
Federated States of Micronesia



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Republic of Palau, Commonwealth of the Northern Mariana Islands, Guam, Federated States of Micronesia, Republic of the Marshall Islands

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Federated States of Micronesia

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<i>Advisors</i>	John Pagolu and Tom Lundstrom (2004), College of the Marshall Islands, Majuro

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## Preface

The *Pacific Islands Association of Libraries and Archives* (PIALA) was formed in 1991 and began publishing the *Proceedings* of their annual conferences in 1993, with selected papers from their 3<sup>rd</sup> PIALA 1993 Conference as the first volume. Since the publication of the 8<sup>th</sup> PIALA 1998 *Proceedings*, only the 10<sup>th</sup> PIALA 2000 *Proceedings* was published. With the desire to keep this important publication alive, documenting the work and words of librarians, archivists and educators for the benefit of researchers and others interested in the Pacific islands, this volume was done.

Beginning with the publication of the *PIALA '94 Proceedings* of the 4<sup>th</sup> annual conference, the Editor always remarked about something special with each conference. This edition of the *PIALA Proceedings* and the conferences it covers is special in several ways as well. For the first time, selected papers from two conferences, both the 14<sup>th</sup> PIALA 2004 and 15<sup>th</sup> PIALA 2005 are gathered together in one volume, making the information presented widely available within the Micronesian and South Pacific region, and throughout the world. At the *PIALA 2004 Marshall Islands Conference*, another first occurred with the launching of the newly published book, *Life in the Republic of the Marshall Islands*,<sup>1</sup> written by and about Marshall Islanders. Noteworthy at *PIALA 2005 Kosrae Conference* were the many concurrent pre-conference workshops providing hands-on experiences to the participants.

As for all previous PIALA meetings, the success of *PIALA 2004* and *PIALA 2005* would not have been possible without the generous support and efforts of many individuals and organizations. In the *Acknowledgments* section of this volume, those many generous and dedicated individuals, organizations and business are recognized. A special recognition and thanks are also due to Lydia Tibon, *PIALA 2004 Marshall Islands Conference Overall Coordinating and Planning Committee Chair*, and Aaron Sigrah, *PIALA 2005 Kosrae Conference Program Chair* for their tireless efforts to help this editor put words onto paper. Thanks as well to Margo Vitarelli for her timeless artwork that has been our PIALA letterhead for these many years and makes up the design for this year's cover.

Lastly, the Editor feels that on the occasion of the 15<sup>th</sup> PIALA 2005 Conference, it is a good time to briefly document our past PIALA Conferences. With this in mind, a *Chronology of PIALA Conferences* appears in this volume.

Arlene Cohen, Editor  
Mangilao, Guam

November 2006

1. Loeak, Anono L., Veronica C. Kiluwe and Linda Crawl, eds. (2004). *Life in the Republic of the Marshall Islands/Mour ilo Republic eo an Majöl*. Majuro: University of the South Pacific Center and Suva, Fiji: Institute of Pacific Studies.

## PIALA 2004 Marshall Islands Conference Acknowledgment of Support

- His Excellency President Kessai H. Note and all Government Ministries
- Speaker Litokwa Tomeing and the Marshall Islands Nitijela,
- Honorable Major Riley Albettar and Marshall Islands
- USP Marshall Islands Center
- National Training Council
- Marshall Islands Trust Company
- Air Marshall Islands
- NTA
- RMI Headstart Program and Ejit Public School
- MIDB
- Bank of Marshall Islands
- Bank of Guam
- Momotaro Corp.
- DAR Co, Basin
- EZPrize Mart
- *Marshall Islands Journal*
- MJCC
- BILCO
- Koo's Fishing Co.
- Amro Monkuk
- Nel Trust Company
- Copymaster
- Skyline Ent.
- WUTMI and Majuro Jepta
- Minister and Mrs. Witten T. Philippo
- Minister and Mrs. Alvin Jacklik
- Minister and Mrs. Donald F. Capelle
- Minister and Mrs. John M. Silk
- Minister and Mrs. Brenson S. Wase
- Minister and Mrs. Wilfred I. Kendall
- Minister and Mrs. Rien Morris
- Secretary Biram Stege
- Secretary Jorelik Tibon
- Major Antari Jason
- Antari Elbon and V7AB staff
- Dr. Carmen Petrusian-Husa
- Marie Maddison
- Rev. Enja Enos
- Amenta Matthew
- Josepha Maddison-Hill
- Frederick Langmoir
- Alson Kelen
- Terry Sasser

We want to also thank Kristen L. Anderson and the other presenters from the Pacific. Thank you very much. You have contributed so much to the success of our conference.

Komol tata,

Lydia R. Tibon, *Marshall Islands Library Association President and PIALA Overall Coordinating and Planning Committee Chair*

## PIALA 2004 Marshall Islands Conference Planning Committee

*Overall Coordinating and Planning Committee Chair* Lydia R. Tibon, University of the South Pacific Marshall Islands Center Library, Majuro

### *Planning Committee Chairpersons*

*Food Committee Chair* Mary Silk, College of the Marshall Islands, Majuro

*Program Committee Chair* Leilani Kemem, Marshall Islands Development Bank, Majuro

*Logistics and Transportation Chair* Maggie Peter, College of the Marshall Islands Library, Majuro

*Welcoming Committee Chair* Rotha Atlaia, Marshall Islands High School, Majuro

### *Members-at-Large*

Enion Kalles, Marshall Islands Ministry of Education, Majuro

John Pagolu, College of Marshall Islands Library, Majuro

Ruth Kaminaga, Rairok Elementary School, Majuro

Bernice Joash, Alele Public Library, Majuro, Marshall Islands

Linda Jomuly, Marshall Islands Ministry of Internal Affairs, Majuro

## PIALA 2005 Kosrae Conference Acknowledgment of Support

- Honorable Rensley A. Sigrah, Governor  
Kosrae State & the State Government
- Honorable Lyndon H. Jackson, Speaker,  
8<sup>th</sup> Kosrae State Legislature
- Henry Robert, Director, Kosrae Dept. of  
Education
- Kalwin Kephas, Director, College of  
Micronesia-FSM Kosrae Campus
- Hanson Sigrah, Administrator, Kosrae Dept.  
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- Grant H. Ismael, Administrator, Kosrae  
Visitors Bureau
- Wadell Kinere, Manager, Kosrae Terminal  
Office
- Nena Mike, COM-FSM Kosrae Campus
- Bennor Elley, Local Band
- Kosrae Nautilus Resort
- Kosrae Phoenix Resort
- Kosrae Village Resort
- Pacific Treelodge Resort
- DJ Hotel and Car Rental
- Tradewind Motel
- Senny's Rent Car
- Ben's Car Rental
- Hairom Livaie's Rental
- MCR Car Rental
- TE Car Rental
- Kosrae Dept. of Education Staff
- Ketu William

Last, but not the least, Arlene Cohen and Jean Thoulag for continuous guidance through the planning stage. I couldn't forget the strong and collaborative efforts of the Library staff throughout Kosrae for the job done.

Kulo Na Ma Lulap,  
Aaron Sigrah, *Program Chairman*

## PIALA 2005 Kosrae Conference Planning Committee

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Vanston Waguk, Principal, Utwe Elementary School, Utwe, Kosrae  
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Shrue Taulung, Librarian, Tafunsak Elementary School Library, Tafunsak, Kosrae  
Ketti K. William, PREL Center Kosrae, Tofol, Kosrae

## **PIALA 2005 Kosrae Conference Planning Committee**

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Johnston Albert, Curriculum Writer, Kosrae Dept. of Education, Tofol, Kosrae

Jusber Abraham, Maintenance, College of Micronesia - FSM Kosrae Campus, Tofol, Kosrae

## Chronology of PIALA Conferences

*PIALA Organizational Meeting.* February 26-28, 1991, University of Guam Robert F. Kennedy Memorial Library, Mangilao, Territory of Guam.

*1st PIALA '91 Conference – Preserving Knowledge for Tomorrow.*  
October 1-3, 1991, Belau National Museum, Koror, Republic of Palau.

*2nd PIALA '92 Conference – Meeting Information and Conservation Needs Today and Tomorrow.*  
November 5-7, 1992, Palikar, Pohnpei, Federated States of Micronesia.

*3rd PIALA '93 Conference -- Collecting, Preserving & Sharing Information in Micronesia.*  
October 13-15, 1993, JoeTen-Kiyu Public Library, Saipan, Commonwealth of the Northern Mariana Islands.

*4th PIALA '94 Conference – Pacific Information Liberation: The Wave of the Future.*  
November 4 - 9, 1994, Palace Hotel, Tamuning, Territory of Guam.

*5th PIALA '95 Conference – Preservation of Culture Through Archives and Libraries.*  
November 6-10, 1995, Head Start Building Conference Room, Colonia, Yap.

*6th PIALA '96 Conference – Jaketo Jaketak Kobban Alele Eo / Identifying, Using and Sharing Local Resources.* November 5-8, 1996, Outrigger Marshall Islands Resort Melele Room, Majuro, Republic of the Marshall Islands.

*7th PIALA '97 Conference – Wasahn Kamarain / Place of Enlightenment.*  
November 3-5, 1997, College of Micronesia-FSM, Learning Resource Center, Palikir, Pohnpei, Federated States of Micronesia.

*8th PIALA '98 Conference – Libraries, Archives and Museums: What's in them for Us?*  
November 17-19, 1998, Rose Mackwelung Library, Tofol, Kosrae, Federated States of Micronesia

*9th PIALA '99 Conference – A Meleketek A Didil A Chais / Building Information Bridges*  
November 17-19, 1999, Palau Community College, Koror, Republic of Palau.

*10th PIALA 2000 Conference – Libraries and Archives: Where Information and Language Literacy Begins,* joint with the *13th Annual Regional Language Arts Conference – Engaged Readers and Writers in Multicultural Islands Communities.*  
November 9-11, 2000, Holiday Inn Resort, Tumon, Territory of Guam.

*11<sup>th</sup> PIALA 2001 Conference – Cancelled*

*12<sup>th</sup> PIALA 2002 Conference – Libraries, Museums and Archives: the Coconut Trees of Life.*  
November 20-22, 2002, Truk Stop Hotel, Weno, Chuuk, Federated States of Micronesia,

*13<sup>th</sup> PIALA 2003 Conference – Voyaging from the Past, to the Present and into the Future:  
Knowing Your Heritage.*  
November, 4-6, 2003, Pohnpei, Federated States of Micronesia.

*14<sup>th</sup> PIALA 2004 Conference – Maron In Read Im Jeje Ej Ad Kojatdikdik, Library Ko Rej Jikin  
Kakurmool Kojatdikdik In Im Jolet Eo Ad Ej Bwinnid / Literacy Our Hope, Libraries Our  
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Micronesia.

## Welcoming Remark

Honorable Wilfred. I. Kendall  
*Minister of Education*  
*Republic of the Marshall Islands Cabinet*  
*Majuro, Republic of the Marshall Islands*

Good afternoon and greetings to you all. Before I proceed with my remarks, I would like to acknowledge the presence of His Excellency Kessai H. Note, the Republic of the Marshall Islands President and the First Lady Mary Note; Honorable Litokwa Tomeing, Nitijela Speaker; Honorable Iroji Kotak Loeak, Chairman, Council of Iroji; Honorable Iroji Riley Alberttar, Mayor of Majuro Atoll; Diplomatic Corps and other dinitaries; Ms. Kristen Anderson for Dr. Karen Peacock, Head, Special Collections and Pacific Curator, University of Hawaii Library; Reverend Enja Enos; Ms. Carmina Lihpai, the Pacific Islands Association of Libraries and Archives (PIALA) President; Ms. Lydia Tibon, Marshall Islands Library Association President; members of PIALA and participants to the 14<sup>th</sup> Annual PIALA Conference from around Micronesia, Hawaii and overseas.

Ladies and gentlemen, this afternoon you have been challenged and motivated by the opening keynote address by Dr. Karen Peacock as presented by Ms. Kristen Anderson from the University of Hawaii Library, on the theme of your conference, *Literacy Our Hope, Libraries Our Scope and Heritage Our Property*.

Allow me at this time, ladies and gentlemen, to join Mayor Riley Alberttar and Chairman Kotak Loeak, in extending our warmest welcome to all participants and distinguished visitors. I also wish to join them in expressing our appreciation and gratitude for PIALA's choice of the Marshall Islands, and in particular Majuro, as the venue for the 14<sup>th</sup> Annual Conference.

I believe your theme for this year's conference is a very important and challenging one. I am confident that with such quality of expertise and professionals we have at this conference on the three main areas covered by your theme, *literacy, libraries and heritage*, we can only look forward to an informative, productive and successful conference. I trust that this conference will be beneficial not only to the participants, but also for the people and institutions we serve and the entities and governments we represent.

I wish you all a very successful conference and may your discussions on the different aspects of your theme be fruitful and productive.

Kom emmool. Thank you very much and may God bless you.

## **Dealing with Disaster: UH Library and the Flood of 2004**

Karen Peacock  
*Head, Special Collections & Pacific Curator*  
*University of Hawaii Library*  
*Honolulu, Hawaii*

PIALA members, distinguished guests, friends: greetings to all of you attending the Majuro conference. I want to send my regrets that I cannot join you this year, as I had planned. As many of you know, the University of Hawaii (UH) Library has suffered a great disaster, and I felt that I needed to be here at this time. I am, however, very pleased that my colleague, Kris Anderson of our Science and Technology Reference Department, has agreed to read my remarks to you.

Originally, as some of you know, I had planned to speak to you on the range of recent publications relating to Micronesia over the past year. Given the events of the past few weeks, I have changed my topic, and this talk now covers our disaster at UH, with details of our attempts at recovery. Kris Anderson has been one of the most active participants in the rescue and recovery efforts, so I have asked her to add any comments or anecdotes that seem appropriate to her. This talk is based on my personal experience. It is an entirely subjective narrative, and does not represent official reports or statements. It is my impression of what I saw, and I hope that it will offer you both news of your colleagues in Honolulu and some ideas on dealing with disaster.

On the evening of October 30, 2004 at 7:55 p.m., a flood of water and mud swept down through Manoa valley, inundating much of the UH campus. In a 24 hour period, Manoa had experienced over 11 inches of rainfall, and so we had expected soggy ground and possible roof leaks in some of the usual trouble spots of the Library. We had not expected the disaster that occurred. I have lived in Honolulu for over 30 years, and I have never seen anything approaching this flood. The only explanation for what occurred that I have seen was suggested by a University of Hawaii (UH) professor, who stated that the flood might have been caused by residents who live on the banks of the Manoa Stream throwing debris from tree and shrub trimming into the stream, eventually creating a dam that allowed water to build up and then burst through with terrific force.<sup>1</sup>

As the swollen stream overflowed its banks, it first damaged homes in Manoa, seized cars, leaving some in the tree tops, and surged on down the valley towards the University. In the path of this destructive force lay a number of UH buildings, including the Biomedical building,

Tropical Agriculture buildings, and Hamilton Library. The water broke its way into these buildings, roared through, and left a sea of mud behind. On that Saturday night a group of Library and Information Studies students was holding their weekly class. The waters came so fast that they were trapped. Jumping quickly onto tables to escape the flood, they realized that the waters were rising. One intrepid young woman grabbed a chair and broke a window. Her classmates and her professor followed her out the window to safety. Let me say that despite all the grief that we feel for the materials lost in the flood, we are all extremely grateful that no lives were lost, and we shudder to think how close a call these graduate students had.

Many of you have lived through typhoons and other natural disasters, and you are all too familiar with the damage that water and mud can create. Having spent many years of my life in Micronesia, I had experienced severe typhoons. I knew some of what we would face, but I had not imagined the scope of the loss. Although some of our administrators were called to the Library that very night, for most of us, the experience of the disaster began on Sunday morning. At 7:00 am, I had a call from the curator of the Hawaiian Collection, alerting me to a very serious situation, and the possible loss of our ground floor/basement area. I drove into town, stopping first to purchase coolers and bags of ice. When I reached the Library, the road was a sea of mud. I managed to get help to unload the coolers. The first person whom I encountered was Lynn Davis, our Preservation Officer, known to many of you from her PIALA workshop. Lynn told me that we had lost virtually everything from the ground floor.

I know that all of you know UH as the home of the Hawaiian and Pacific Collections, and that some of you have visited us, but for those who have not been to our university, I should describe briefly the contents of the ground floor of Hamilton Library. This area contains Collection Services: Acquisitions, Cataloging and Serials departments, offices and work space for about 50 people. Also on the ground floor are the Government Documents department (a federal repository and a United Nations collection) and the Maps Department. The far end of the building houses the Library School.

What did this loss mean in terms of the Pacific Collection? In the Maps area we had nearly all of our Pacific Islands maps, from modern works to old and rare 18<sup>th</sup> and 19<sup>th</sup> century maps of the Pacific Islands. This area also was home to our aerial photos of Micronesia from the 1940s and 1960s, as well as a large number of Trust Territory era maps. The Government Documents holdings included a vast number of works related to Micronesia: Congressional hearings, federal studies, UN reports and others. In the Cataloging Department, a six year backlog of uncataloged materials contained approximately 4,000 Pacific Islands books, reports, pamphlets and serial titles. It is common for large academic libraries to have cataloging backlogs. Unfortunately for us, much of the uncataloged material was made up of items that we had obtained on acquisitions trips, covering thousands of miles of travel to many Island nations to acquire locally published documents and studies. The Serials Dept. had, of course, newly received newspapers, magazines, journals and other items, many of which were for the Pacific Islands. The Acquisitions Dept. had all the recently received newly purchased materials, including some

rare items. Most importantly, the waters and the mud took away all of the paper records that made up a vast repository of information on our holdings and orders.

As I talked to Lynn Davis, I could hear a scraping sound that turned out to be Kris Anderson shoveling mud! After meeting with other members of my department, we fanned out to try and retrieve maps, photos and documents that had been swept across the campus. We found wet, soggy books, and other items all across the campus, including all the way down to the gym. We rescued what we could and brought the items back to the Library to be frozen and cleaned. Although I did not go into the basement until a few days later, it was quickly apparent from reports made by librarians who had entered the area that the majority of the contents were gone. Walls had been knocked down, piles of muddy debris blocked entries. It looked as if a bomb had exploded and left tossed bits of flotsam and jetsam of the lives of our library in its wake. The Government Documents and Maps folks sprang into action to begin what would be a 10 day effort to save materials.

By Monday the Library and the University were seriously attempting to deal with the crisis. Classes were cancelled for a few days as so many large buildings were damaged and without electricity (and, of course, without air conditioning). One of my principal worries was saving the remaining collections on floors 1-5 of Phase II of Hamilton Library. Our Hawaiian and Pacific Collections are housed on the 5th floor, along with our rare materials. Humidity in these circumstances meant mold, and very shortly the remaining documents in the basement were covered in thick mold. Happily a local firm specializing in disaster clean up was able to get dehumidifiers into our building, run off small external generators. Dry air has thus far kept the mold at bay for the upper portions of the building. I must tell you that having lived through typhoons on Saipan and Guam, I was shocked at the lack of immediate help in Hawaii. I did not realize that our disaster would be considered a *localized* event. No United States Federal Emergency Management Agency (FEMA) help, no Seebees, no federal disaster relief. We will be getting insurance compensation and an appeal will be made of assistance from our State Legislature. The UH President quickly got us freezer containers from Matson Shipping to assist in the recovery efforts.

I would like to describe for you some of the rescue and recovery operations. In my account I discuss efforts that I participated in or witnessed. I may have omitted critical areas, but this is not a formal report or history, but rather a personal narrative. Almost all of this effort relates to Government Documents and Maps. The other areas of the basement offices were a complete loss. But before I discuss the rescue of print and photo materials, I should address the issue of computers.

### ***Voyager*, the UH online catalog and personal computers**

The basement housed our computer room, and the servers were gone. On Sunday, staff began

hauling out waterlogged and mud covered computers to attempt to recover the hard drives and retrieve data. The first person to head into the basement on this errand was Martha Chantiny, whom many of you met at PIALA on Guam. Meanwhile the Systems Dept. began a week long effort to move operations to Sinclair Library (which was undamaged) and to restore our online catalog using the back up tapes. As I write this on Nov.11, *Voyager* is back up, but in *read-only* fashion. This means that although users can access our online catalog and many of the electronic resources, the behind the scenes databases of cataloging, acquisitions and serials are not yet available.

## **Maps**

The map cases had been covered in mud, and the mud seeped into the drawers. One of the urgent tasks that first week was for those with strong arms and backs to pull out the drawers and get them into the freezer. The hope is that some of the contents can be saved through preservation and restoration work in the future.<sup>2</sup> There were also large numbers of maps, both paper and of plastic type material, that had survived on top shelves, though many had mud damage. These were taken out, washed, and hung on clotheslines quickly strung between trees next to the Library. Large numbers of people formed crews to do this work, and many volunteers appeared from amongst the students, faculty and the local community. Once the maps had dripped dry, they were transferred to Phase III. Our Library, as some of you will recall, built an addition in 2001 to house our science collections and the University Archives. This adjoining building, which we call Phase III, received only minor damage in the flood, and by Wednesday had its electricity restored. We were then able to more fully use its floors in the rescue operation. Maps that completed drying on lines in Phase III were rolled up and carried to our archives area, where they were laid flat. Piles of about 25 items were separated by huge pieces of cardboard. Initial restoration work may be required, but many of these were saved. As intrepid librarians and staff waded through the now smelly mud to recover what they could they realized that both toads and insects were part of the environment of our basement. Wearing boots, gloves and masks, these individuals heroically did everything possible for the salvage efforts.

## **Aerial photos**

As I mentioned earlier, the Maps area housed aerial photos, particularly for Hawaii and the Pacific Islands. Some of these are gone forever, having floated out in the initial rush of waters. But the bulk of the aerial photos was in place, though not intact. The Preservation Dept. set up stations where staff would wash photos, get the worst of the mud off, rinse the photos, and hang them to dry. They were then frozen. I participated in these efforts. I was surprised at how strong the photos were. They survived the mud, and cleaned up well as we gently washed them by hand. This was one of the strangest experiences that I had in the past two weeks. I was in the Science work room, set up as a photo recovery area, washing mud off of photos. As my hands gently removed the mud, I realized that the images that I saw on the aerial photos were taken

after Typhoon Jean hit Saipan in 1968. I was on Saipan during that terrible storm. As many of you know, Typhoon Jean leveled nearly every wooden home and building on the island, and stripped all vegetation. I recalled the horrendous strength of the winds and rain, and the Chamorros and Carolinians left homeless. Here I was 36 years later, facing another of Mother Nature's disasters, and cleaning photos from so long ago. As I rinsed the photos of Saipan and passed them on to a colleague to hang up, memories came pouring back of all the events of the past. I began to tell my friends stories of Typhoon Jean, and to explain to them the significance of other Island names on other photos: Yap, Chuuk, Palau, Pohnpei, Marshalls, Kosrae. We sloshed the water about, and our feet were wet. The lantern light that illuminated the room shone on the photos of long ago disasters.

## Documents

Most of the government documents print holdings were a total loss. Between the destruction of water and mud and the quick growth of mold, these could not be saved. However, the top shelves of the ranges held material that was damp but could be rescued. Teams of people loaded the books onto trucks, wheeled them out of the basement to the outdoors. Here we had set up tables and we placed each book in a wax paper envelope and packed them in boxes to freeze. The wax paper is to keep the books from sticking together. As they come out of the freezer, they will be hung on lines or placed upright and open on the floor to dry. I helped pack boxes of these government documents, and it was a strange array of random titles that I frantically wrapped and passed to the packers: pamphlets on nutrition, studies of crime, works on navigation, educational reports: the topics were too numerous to count. By the time this effort was completed we had placed nearly a thousand boxes in the freezers! Sad to say, this represents less than 10% of what had been on the shelves in Government Documents before the flood.

From the first day of the disaster and on through the past two weeks, our administration has held daily meetings each morning for all the staff. Our University Librarian or one of her staff addresses the group, with the latest news and announcements. Sign-up sheets are made available for various tasks. In addition to the clean up tasks that I have described, we also needed staff to monitor the doors to the various access points to the Library, to prevent unauthorized entry. We have staff handling a central operations point with our sign in sheets and other information. A daily sheet of information, the *Library Appriser*, is ready each morning for staff to read. Our campus food service and local hotels have donated food each day for lunch for our workers, and this generous help has been deeply appreciated. We are challenged by many decisions and not all are welcome or popular with our staff. One of the areas of contention has been access for students. Those of us in the public services areas have been in regular E-mail and telephone contact with the teaching faculty, urging them to restructure assignments as many of the research papers cannot be completed without Library access. On Wednesday, November 10, the Library began *paging* (retrieving) some materials from the building for students. Having met with their union, the faculty insisted on lights strung in the stairwells before any paging could begin. Some

of us feel that paging in the dark is too risky as there are wires everywhere for dehumidifiers. But the paging has begun, and the first days few people know about it, thus the traffic was light. We assume that traffic will increase considerably and we are concerned about the best way to handle this situation. As currently configured, the students enter from the back of the Library and come into the science area, where Circulation and Reference staff assist them with their paging requests for materials. The user fills out a form to request the item. Users are allowed to request 5 items per day. Only circulating copies of books are being paged. We are not paging any journals, reference works or non-circulating books at this time. All of us are greatly concerned about the needs of our students, but we are also concerned that safety be the first requirement.

The future is very uncertain for us, and we are going day by day. The stress, loss and upheaval has been extremely difficult for many of us. Having Phase III available and a set of shared personal computers for E-mail and word processing was a real boost to our spirits. We are all grateful to our Science folks who have been gracious in sharing their space with us. The Library provided several sessions of counseling using UH counselors. The Library has also arranged for donated massage time! Sign up sheets allow our staff to schedule a massage in Phase III and this has been a very popular measure, as you can imagine.

I would like to also address for you what lies ahead for the Hawaiian and Pacific Collections. We do not know when we will have power restored. A company from Texas has been brought in to clean out the basement. They are hauling off debris and they have set up huge plastic tubes in the affected areas of the Hamilton Library to bring in cool air from outside sources. This is for book preservation. Without lights, however, my staff does not know when we can return to our offices. We are *floating* and attempting to help with reference efforts at the common shared desk in the Science area. We are just now realizing how difficult it will be to do any of our normal tasks. To give you some idea of the timeline, the basement cleanup is estimated to take 40-45 days. After that we will need to completely rebuild the offices.

When we do get back to normal on my floor, we have many tasks to tackle. We will need to obtain a list of all the *in process* (uncataloged) materials so that we can decide what to reorder or attempt to obtain. We may be calling on some of you for help in obtaining government documents from the Islands that were lost in the flood. We will need to go through our records of gifts sent to be cataloged for which there is no online data, to decide again what to attempt to obtain. We will need to work to discover what incoming serials were lost, and how we replace them. We had a large batch of UH Master's theses that were destroyed in the basement. We will need to print copies of those from the microfiche sets that we have. Meanwhile, all of our regular work is on hold. We cannot provide Hawaiian and Pacific reference, our Pacific web site will need to be restored (we hope we have the data still in place), and all of our projects in processing rare and archival collections are on hold.

I can assure you that as of this writing, the Hawaiian and Pacific Collections at UH Library are

safe. Although we lost a great deal in the flood, the major portions of our holdings were on the 5th floor, safe from harm's way. We are, it is true, greatly concerned about the danger of mold. But the dehumidifiers have done their work well and the relative humidity on our floor is approximately 45 degrees. It is so dry that you need to use lip balm when you make the climb up the stairs! The elevators are off because we have no electricity, but they were also severely damaged in the flood. We have very few working phones in the building. We are cooperating closely with colleagues at the Bishop Museum and the Hawaii State Library, referring students with research needs to those collections. I am most grateful for the kind and generous help that our colleagues have made available at these and other local institutions.

Finally, I want to thank all of you who sent E-mail expressions of concern and offers of help. I am deeply touched, and truly grateful for your friendship. I want to assure you that UH Library's Hawaiian and Pacific Collections will continue, and that we will also maintain our role as your partner in library development for Micronesia. We have suffered serious trauma, but we will survive. I feel most badly for my colleagues in Collection Services and Government Documents/Maps who lost their offices and all of their personal belongings. There is a sense of shock and disbelief, and a great deal of stress in this situation. However, I want to emphasize that the librarians and staff of UH Library are working together with great dedication and courage to do everything possible to relocate people, re-establish services and return to our normal work as the center of a large busy university campus. I am deeply proud of what our people have done.

On behalf of the librarians and staff of UH Library, I send my aloha to you. I know that Kris will be able to answer questions that arise, as she has been at the heart of recovery operations. Mahalo to Kris for representing me at PIALA. I hope to see many of you in future travels. For those of you who would like to see for your self the destruction at UH and the recovery efforts, there is a wonderful set of photos done as a slide show available on the web at <http://www2.hawaii.edu/~smurata/flood/>. These photos were taken by librarian Susan Murata, formerly at UH Manoa, now head of Kapiolani Community College Library. Susan has captured the terrible destruction that occurred, but she has also captured on film the strength and spirit of our people.

I wish you well at your conference, and I thank you for listening to this presentation.

### **Postscript**

In revising this paper for Arlene Cohen who is working on publishing the PIALA conference proceedings, I felt a flood again. This time it was a flood of memories. To up date you: I am writing this in September of 2006, nearly two years after the flood. We received FEMA funds to hire staff to work on replacing our lost materials, and that effort is now underway for the Hawaiian and Pacific Collections. Map restoration has been and will be on-going. The basement is clean but empty. The plans are done for the rebuilding, but the project will not be done until

2009. Every time there is heavy rain in Manoa we are all nervous and cautious, recalling the devastation that swept so much out of our Library. But the strongest memories of the flood are of the generous spirit and dedication of our staff.

### **Notes**

1. Since this talk was written, a number of other possible causes of the flood have been discussed and include the rerouting of the stream from its original bed and the development of Manoa Valley with less ground to absorb heavy rains.
2. As of 2006, many maps were saved and are being restored through a company in the United States and through our staff efforts in our Preservation Dept. at UH.

***Waan Aelon in Majel (WAM)***  
**Building the Marshallese Canoe**

Alson Kelen  
*Program Manager*  
*Waan Aelon in Majel*  
*Majuro, Republic of the Marshall Islands*

*Waan Aelon in Majel* (Canoes of the Marshall Island) or WAM is a grassroots non-profit program educating young Marshall Islanders, based on the traditions of the Marshallese canoe. WAM provides vocational and life skills training to youth-at-risk using the medium of traditional outrigger canoes, boat building and woodworking. The program links the new generation with the old, working together to keep this unique aspect of Marshallese culture alive, while simultaneously addressing serious social problems affecting youth in Marshallese society.

With support from the international development community, and intermittent support from the Republic of the Marshall Islands (RMI) Government, WAM has evolved in a dynamic manner since its foundation in 1989. It has introduced a range of training, development and cultural reinforcement programs, and built up services, infrastructure, curriculum and management systems for effective delivery of its mission. It has captured the deep respect, enthusiasm and support of the Marshall Islands community, and is poised to deepen and widen its contribution to the social and cultural fabric of the country.

WAM will continue to evolve as a multifaceted center of learning where many young men and women of all ages come together at any time of the day to gain life and vocational skills, and being connected with traditional Marshallese culture, enabling them to pass these skill down to future generations. The learning is centered on a wide range of activities revolving around making, sailing, navigating and repairing canoes; and other traditional and modern crafts related to boat building, woodworking and the traditional self sufficiency of Marshall Islanders.

WAM continues to touch the whole Marshallese community through the outreach of its graduates, integration with school curriculum, delivery of programs in schools, and through bringing schools and other young people to the Training Center to have a first hand experience. Youth, parents, teachers, traditional leaders, traditional boat builders, navigators, sail makers and interested members of the community are also involved in all aspects of the WAM program

through mentoring, training programs, WAM facilitated after-school paddling clubs and community sailing events.

WAM will continue to develop its top graduates as new trainers, helping them to expand the program on Majuro and taking the program and their skills back to their outer islands, including Ebeye. All graduates will assist in multiplying the benefits of the program many times through influencing friends, family and community. WAM graduates will continue to be held in high esteem as custodians of traditional skills and role models of self empowered youth, reinvigorating the youth and the communities of the Marshall Islands, and fostering respect for traditional cultural values.

With the support of its graduates, WAM will continue to expand its role in educating tourists and locals alike through demonstration of cultural traditions and the development of the WAM centers demonstrating environmentally sustainable traditional livelihoods, including canoe making, food cultivation, fishing and water resource management. WAM will integrate alumni providing canoe sailing adventures with a culturally based tourist center on a remote island on Majuro atoll, using these opportunities to facilitate the creation of new livelihoods for graduates. WAM will provide a roadmap for graduates providing many options for their future livelihoods.

WAM envisages that the means to achieve all of this will be attained through a combination of growing self-funding, partnership with RMI Government, and long-term partnerships with key anchor donors. Self-funding will grow through alumni provided tourism services and products, canoe sales, canoe model sales, fiberglass products, woodworking products, construction and subscriptions from the interested public. WAM's reputation is the primary asset that drives the funding from all potential sponsors coming in contact with the program.

### **Core Canoe and Boat Building Program**

In accordance with the key guiding principle, the central thrust of WAM's work is around canoe making and boat building, as described below:

#### *Canoe Building Program*

An integrated course on canoe construction and canoe model making, canoe sailing skills and canoe maintenance skills development form the core of the WAM program. The program can accommodate up to 14 students in two streams over a 1-year period. Students graduate with a certificate in Canoe Making endorsed by the RMI National Training Council. This is the foundation of the WAM program, with all curriculum materials in place and instruction carried out with existing resources. Additionally four instructors are being trained to expand the capacity of the whole program, with two earmarked for the canoe building courses. The volume of activity is constrained only in the available physical space to accommodate the two training streams. WAM also hopes to have the ability to work with Ebeye and outer islands to duplicate

the programs training output to reach more of the youth population. WAM sees the urgent need for this especially in Ebeye.

Over the five-year period, WAM plans to grow from the present sporadic delivery of this program to the full delivery of two streams per year, and to build up capacity for an additional two streams during the second five-year planning period. The program can accommodate the manufacture of up to four canoes per-year that will be subsequently sold as part of the training program, subject to the availability of materials.

### *Fiberglass Boat Building Program*

WAM teaches canoe and other boat building using fiberglass technology. With a modern fiberglass workshop, the program is poised to transfer key vocational skills to graduating students who can apply them in the workforce. The facility presently has a full complement consisting of a trainer, trainee-instructor with the capability to accommodate 8 students per year for a one-year course. A future plan is for the facility size to be doubled, expanding the program to provide two, two-year courses. The plan also calls for securing the future of this program by forging strategic partnerships with other vocational training service providers in the discipline, including the RMI National Vocational Training Institute, College of the Marshall Islands, as well as other schools in the United States. The objective is to strengthen the delivery of this program to capacity through the 5-year period.

### *Navigation Training*

The ancient art of canoe navigation is at risk of extinction, with only a handful of master navigators remaining. Traditionally, Marshallese were skilled open ocean navigators who relied on the stars, wave reflection and refraction, ocean currents and explicit chants to navigate to and between small atolls over vast ocean distances. This is a new program for WAM, necessary to ensure the continued passing down of this skill so essential to both Marshallese tradition and the effective use of a canoe. WAM has teamed with a University of Hawaii researcher, funded by the National Science Foundation, the University of Hawaii Sea Grant College Program and the Wenner-Gren Institute for Anthropological Research, to document a master navigator's knowledge. This will be developed into a formal training course in traditional non-instrument navigation during the first half of the planning period. In the second half, it is proposed that the first canoe navigation training course will be introduced with plans for integration into the regular school curriculum.

### **Outreach**

WAM's program objective is to act as a national resource, touching all Marshallese in some way. While the most intensive exposure is for youth undertaking the individual training programs, the

WAM outreach program is aimed at multiplying this through bringing the program to schools and the general community.

#### *School Outreach Program*

WAM seeks to impact the lives of thousands of Marshallese by bringing cultural understanding to school children and their families at all levels. During the 5 year planning period, it is proposed that WAM continues to reinforce its school outreach program through the following activities:

Working with the schools and the Ministry of Education under a formal Memorandum of Understanding to include the training program in the school curriculum. Portions of the program will be given as social studies and cultural classes, integrating spoken and written Marshallese with the English language.

Presentations including hands-on learning activities by WAM staff and trainees on the history and development of the Marshall Islands canoe, and school classes either in the classroom or on field trips to the WAM site.

Development of an after-school canoe paddling club and facilities run by teachers, volunteers and community members.

#### *Community Outreach Program*

The involvement of family and friends in the program is a key ingredient to multiplying the benefits of involvement with WAM, reinforcing and sustaining the transformation achievable through the program. Community involvement is expanded by:

Promoting the sailing of canoes for recreation, including leading the organization of races and community events.

Engaging community volunteers to assist in the running of various aspects of the program.

Establishing a youth paddling and sailing club based at WAM with parental and community support.

The Environmental Conservation Project for a Shoreline and Underwater Site for Community Education, Demonstration and Capacity Building.

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## **Expanded Vocational Skills and Livelihoods Program**

While boat building is an end in itself, the skills developed in the program and the employability of students is significantly enhanced by including mainstream carpentry, woodworking, furniture and cabinet making in the program. These activities also offer the opportunity to increase non-donor funding through commercial contracts, allowing a greater volume of trainees to be handled at any one time.

### *Carpentry Program*

The carpentry activity has already commenced on a small scale with the construction of a youth drop-in-center in partnership with the Youth-to-Youth-in-Health (a non-governmental organization) and with the construction of much of WAM's own buildings. The thrust of this activity for the next five years is for WAM to secure more building contracts or subcontracts, particularly in house or wooden building construction requiring a high degree of carpentry skills. Good avenues of partnership would be with the United States Department of Agriculture and the Marshall Islands Development Bank providing home loans, where trainees could work with families to construct their homes.

The experience will also be used to help trainees to develop the capacity to generate their own livelihoods after graduation as contract carpenters, as this is a skill area presently heavily imported into Republic of the Marshall Islands. The plan calls for the development of a steady program of carpentry training involving basic woodworking skills taught during contracted building jobs to support up to 7 carpentry trainees and the development of a carpentry-woodworking shop to support this work.

### *Woodworking and Furniture Making Programs*

The skills employed in canoe making and carpentry derive from the same basic woodworking skills taught in all programs. These skills can be expanded to include the manufacture of furniture, cabinet making and a wide range of other products. These could include many traditional craft items, the construction of which both reinforces traditional skills, and communicates Marshallese culture and craft to visitors to the islands. Additionally, the making of both furniture and tourist artifacts offers potential livelihood alternatives for graduates.

Furniture making and woodworking can also provide both a source of income to support WAM programs and reduce dependence upon external donors. A curriculum has been developed for furniture making and another is in preparation for woodworking, with the trainee and trainers manuals in concept form. The WAM Strategic Plan is based upon the development of parallel programs in each stream of furniture making and woodworking. They would begin in the midterm of the planning period, involving the addition of a trainer and trainer's assistant, and the development of a woodworking and furniture making building, along with the acquisition of appropriate tools and machinery. This will generate the capacity for 12 students over a period of

1 year in each programs, articulating from the existing basic woodworking training common to all streams. This intake will commence in 2008 or earlier, depending on funding.

### **WAM Capacity Buiding**

WAM has grown from humble beginnings to being a capable, efficient and professional organization with a latent capacity to expand on existing programs. In order to achieve the outcomes anticipated in the Strategic Plan, WAM needs to enhance core aspects of its human and physical resources and significantly increase the level of resources applied to key areas fundamental to either the delivery of outcomes, or the sustainability of the organization. This is particularly important as the number of trainees increases and the level of engagement with schools and the outside world expands. WAM also needs to engage the involvement of Marshallese leaders in the planning, management and operation of the organization as the existing expatriate managers take a step backwards regarding to the day-to-day operations. Key areas of focus are listed as follows:

#### *Administrative Resources Development*

The administration is presently operated by a tightly-knit team of two expatriates (including the founder) and one Marshallese individual. There are additional resources required to accommodate the proposed larger scale of operations, greater number of trainees, and the introduction of new initiatives. The plan is also to increase the level of Marshallese involvement. Proposals to increase the administrative capacity are:

Recruiting and training an additional Marshallese person to the position of Program Manager.

Recruiting one or more Marshallese as a counterpart to the existing Administration Manager and training this person (or persons) to take over the role in time. This function will be supported by an administrative training element, introduced when funding permits, so that a ready source of potential administration personnel will be undergoing training, as described later in this paper. All trainees in the program will also form part of the enhanced capacity for service delivery.

Developing more strategic engagements with volunteers (both Marshallese and expatriates) in the day-to-day administration of WAM, the delivery of administrative training, and the carrying out of capacity-enhancing projects (e.g., assisting with the setting up of parallel programs at other locations).

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*Priority Infrastructure Development*

Of the programs outlined in the Strategic Plan, only the core canoe-based training can be supported within the existing physical infrastructure at the Majuro campus. The expanded vocational skills and livelihoods programs will require:

A new 30' x 40' cutting room, stationary tools shop and wood storage building

A combined woodworking shop and expanded office facilities

Doubling the size of the fiberglass shop

A canoe paddling club building

Shoreline protection

There is only space on the existing site to develop the expanded office facilities and woodworking shop. Any additional expansion will require additional land. A plan to achieve this involves redeveloping the eroded and environmentally degraded shoreline at the training center site. While this plan is primarily driven by a need for additional land, in accordance with WAM principles, the redevelopment itself can be part of WAM's contribution to cultural strengthening by developing it into a demonstration site for an environmental education program.

The Strategic Plan calls for the reclamation activity and new infrastructure development to take place in the first two years of the 5-year planning period, and the demonstration foreshore redevelopment site will proceed apace with available funding.

*Expansion of Youth Counselling*

The fundamental thrust of all WAM's programs is to provide meaning in the lives of youth-at-risk and pass on fundamental life skills. The program also includes support to convicted youths working their way out of the criminal justice system. WAM introduced a formal counselling capacity in 2004 and since this pilot, all WAM programs are having a significantly greater impact. Plans call for the expansion of this capacity by securing the services of an additional counselor.

*Marketing and Development*

WAM has a strategic objective to close the gap between external funding and self-funding. Many of WAM's activities lend themselves to the production of goods or services for which there is public demand, or which would achieve public support. The strategy calls for revenue from these sources to be maximized, but only to the extent that they support, or at least do not compromise WAM's cultural, educational or training outcomes. To achieve this WAM, seeks to

engage the support of a full time marketing specialist to plan and implement a sales and marketing strategy. Key areas of focus for this strategy include:

Building and sale of museum quality canoe models

Making and selling other woodwork based traditional craft models

Acting as a sales outlet and distributor for the sale of other culturally based products for other artisans across the Marshall Islands

Canoe charter activities

Securing sales of canoes, fiberglass boats and other fiberglass materials

Securing of contract opportunities for carpentry work

Designing and implementing a membership subscription program

The strategy calls for a significant emphasis on the Internet as a sales medium. It is anticipated the role will be initially developed through the use of volunteers, supported by the recruitment of an additional manager for marketing and development. Then, midway through the planning period, it is hoped the income generation activities will have grown to a level to justify opening a dedicated position for this function. Finally, it is anticipated the position will ultimately be fully funded from the income stream so generated.

### *Expanding the Reach*

The need for WAM is great, and using WAM's approach, there are many opportunities to make a difference to the youth of Marshall Islands. This paper has identified programs and interventions that are deemed key priorities in addressing the mission, but the task does not stop there, nor is the vision limited by these priorities. The following are initiatives, which while not fundamental to WAM ultimately achieving its grand vision, are assessed to best build upon the solid core of activities once the capacity exists to implement them.

## **Training Expansion**

### *Administrative Training*

WAM has identified a strong need in the community for administrative training, and is currently building-in the capacity to provide this training as another of the training offerings by WAM. A pilot of this program has been successful, during which three high school/college level students were trained and two accounting workshops were held for the public and private sectors. This program will be continued and fits well with the proposed capacity building program as trainees

would add to WAM capacity, and graduates are a potential labor pool for future employment by WAM or other agencies.

### *Geographic Expansion*

The core strategy is based upon training Marshallese from outer islands, encouraging them to return to their communities and transfer their knowledge and skills. However, there is strong demand from other communities for something more substantive, such as a replication of some of the core WAM services and concepts. WAM's strategy is not to replicate the functions at Majuro itself, which will remain open to all Marshallese able to travel to and live in Majuro, but to facilitate and assist the local communities to set up those elements of WAM for themselves, building together a network of programs that make use of the ground breaking work that WAM has undertaken.

It is anticipated that these satellite activities can involve the development of basic canoe building facilities, setting up paddling clubs or more comprehensive projects, depending upon community willingness and access to resources. WAM will assist in fund raising, the design and development of facilities, providing all syllabus material, training instructors and lending additional instructors.

### **Tourism Development**

While tourism development is contained within aspects of the priority thrusts described previously, the ultimate vision is for significant tourist engagement with WAM. This fulfils many functions including spreading the message of Marshallese culture, adding to the tourist interest of the RMI and consequently, contributing to the growth of this industry. In so doing, growing tourism will provide economic benefits, more livelihoods for graduates, a wider range of training opportunities, and attract income to bring the program to greater self sufficiency. Key elements include:

- Formal demonstrations of canoe making

- Expanded sailing charter operations

- Development of a visitor appreciation center including museum and craft shop

- Expanded international cultural promotion

- Eco Tourism Cultural Village Resort Development (discussed below)

- Environmental Conservation Project for a Shoreline and Underwater Site for Community Education, Demonstration and Capacity Building (discussed below).

*Eco Tourism Cultural Village Resort Development*

WAM seeks to develop an educational destination on one of the small islands within Majuro Lagoon whereby school children and youth groups can go and participate in the survival aspect of their culture. This is conceived to include island style bungalows, a form of an “eco-lodge” where tourists can come and link with the outer-islands culture in a controlled setting. This will be expanded over time to a small cultural eco-tourism resort.

*Environmental Conservation Project for a Shoreline and Underwater Site for Community Education, Demonstration and Capacity Building*

While the primary motivation for this development is the generation of land for expansion, the opportunity is presented to turn this development itself into an educational experience reinforcing traditional Marshallese culture in a maritime environment. The development will be designed and implemented with community and non-governmental organization (NGO) support. The project will use hands on involvement to orient students to their land environment in the areas of:

- Shoreline protection

- Environmental restoration

- Education displays on the use of local plants for environmental and medicinal use as well as the composition of a typical coral reef

- Wind protection and erosion control using endemic plant species

- Planting of medicinal plants for demonstration

- Coral reef restoration and preservation and the

- Development of an outdoor aquarium.

**Employment Assistance and Livelihood Generation**

As the program matures, WAM will take a more active role in assisting graduates obtain employment, further vocational training opportunities, and creating employment and livelihood opportunities. Initiatives in addition to those already incorporated in the program include:

- Establishing a contract carpentry hire business

- Establishing linkages with United States based and other overseas vocational training organisations for articulation to higher skills and qualifications

- Negotiation of job placement and import skill replacement programs with employers

Teaming with employers to train employees in the WAM program (employer funded) or to integrate work based training with WAM training

Assisting graduates in setting up and operating small businesses e.g., boat charter, boat building, contract carpentry etc, including where appropriate, formal training on business operations.

### **Extended Capitalization on Revenue Earning Opportunities**

As the capacity of WAM grows and the training program is consolidated, the overall strategy calls for WAM to build to a fully self-sufficient model through more systematic exploitation of income earning opportunities. Key ingredients of this will be:

Commercial boat building

Fiberglass product manufacture

Commercial cabinet making

Commercial furniture making

Expanded tourism services (discussed above)

Contract Carpentry (discussed above)

Palm Lumber sales (discussed below)

#### *Palm Lumber Development*

Much of the woodworking and carpentry in the Marshall Islands relies on imported timber. While many canoes are dugout from breadfruit trees, a more modern practice is to use imported plywood. At the same time, there is a considerable stock of senile palms in the RMI which could be commercially utilized. WAM's strategy of expanding all wood dependent activities such as furniture making and boat building means that greater sustainability and greater impact on Marshallese livelihoods will be achieved through developing the local timber resources. The proposal is that WAM develop, potentially in partnership with the Ministry of Resources and Development and the private sector, a lumber production service that gathers and saws palm timber. The timber would be used both by WAM and for sale to the public as another income source. WAM can work as trainers to local communities on such matters as sustainable harvesting of logs, lumber working and processing.

Thank you.



## **The Information Literacy Program at the University of the South Pacific Library**

Ane Teilauea  
*Librarian*  
*University of the South Pacific Library*  
*Suva, Fiji*

### **Introduction**

The theme for today is *Literacy Our Hope*. What does this mean to librarians in the Pacific Islands? Does it mean enriching the knowledge and skills of those using our libraries? Does it mean more efficient use of information technology for acquiring information by library users? Does it mean a change in attitude to libraries and librarians? Yes – it means all of these and more!

The need to respond positively to global technological developments and changes is a challenge faced by libraries in third world developing nations such as those in the Pacific. The University of the South Pacific (USP) Library responded to this challenge by implementing a trial *Information Literacy Program* in 2002 with the aim of teaching appropriate library and information skills to our library users, comprised mainly of students and staff. The program was designed to help them to search, access, evaluate and to use information resources effectively and efficiently. The *Information Literacy Program* replaced a user education program, which focused on showing users the facilities and services offered.

### **What is Information Literacy?**

“Information literacy is the ability to access, evaluate and use information from a variety of sources for both academic and personal reasons” (Villareal, n.d.). Thus, an information literate person is a person who is “able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information” (American Library Association, n.p.). In line with this definition, the USP Library introduced an information literacy program (IPL) comprised of eight modules, aiming to instill in users the skills needed to become information literate.

### **Purposes of the ILP at USP**

As mentioned earlier, the aim of the ILP is to teach students and staff the appropriate literacy skills and the ability to access, evaluate and use information effectively. To become information smart, one needs to have the skills and ability to:

- Manage the challenges of information complexity and information overload
- Recognize a need for information
- Determine the extent of information needed
- Incorporate selected information into their knowledge base
- Use information efficiently to accomplish a purpose
- Understand economic, legal, social and cultural issues in the use of information
- Use information ethically and legally
- Classify, store, manipulate and redraft information collected or generated
- Recognize information literacy as a prerequisite for lifelong learning

### **Who is Responsible for the ILP?**

The ILP is largely the responsibility of librarians in terms of teaching of the program. Librarians had to adjust to the changes of the previously offered user education program, which was not technology intensive. The reactions of librarians ranged from very enthusiastic to concern about additional workloads. This was acknowledged, given the staffing difficulties at the time, and was overcome as vacant staff positions were filled and the ILP recognized for its value.

The ILP cannot be addressed by the USP librarians alone. Incorporating information literacy across the curricula and in all programs requires the collaborative effort of academics, librarians and administrators. It also requires the support of administrators in terms of helping create a supportive atmosphere among librarians and academic staff. To effectively implement an information literacy program, all three parties need to be involved.

In keeping with international trends, close liaison and aggressive marketing by the Reader Services Librarian, charged with *selling* the concept, proved very valuable. The academic coordinators for large research oriented classes such as SE100 *Social Survey Methods and Data*

*Analysis* responded positively and more than 500 students were introduced to the first three modules in the first 4 weeks of the semester.

One of the first sections to respond positively to the ILP was the Marine Studies Program (MSP) which has included the ILP as an assessed component of two, second year courses, MS201 *Introduction to Ocean Resource Management* and MS204 *Tropical Seafood*. The School of Social Sciences and Economic Development (SSED) has also responded positively through its Sociology, History and Politics courses. The School of Applied Sciences (SPAS) is also making use of the ILP through teaching the use of both the print and online *Chemical Abstracts* in CH301 *Application and Methods of Instrumental Analysis*, one of the 3<sup>rd</sup> year courses.

To maintain awareness among the academics and thereby strengthening the ILP, the USP Library introduced the concept of Liaison Librarians to enhance communication and contact between the USP Library and academic departments. Liaison librarians act as resource persons and first points of contact for academic staff from the various academic departments of the University.

During the trial period in 2002, some 2,300 students passed through the program, with increases over the last two years.

### **Designed ILP Sessions**

The programme was initially designed into four modules which included:

<u>Module</u>	<u>Description</u>
1	Resources at the USP Library
2	Library Web Site & Web Catalogue
3	Using the Internet to Find Information
4	Conducting Literature Review and Writing a Research Report

In 2004, due to the increase of online databases provided by the USP Library and the need to teach users the skills to access these resources, the USP Library decided to extend its ILP modules to meet this need. The library also decided to teach a module on conducting a literature review and preparing a report, catering to the needs of postgraduate students. Thus, the initial four modules were increased to eight and include the following:

<u>Module</u>	<u>Description</u>
5	Conducting a Literature Review and Preparing Your Report (revised)
6	Searching the ProQuest Database
7	Searching the ISI database
8	Chemical Abstracts

### **Future Directions of ILP**

The USP Library is moving towards making Information Literacy a hope and reality in all teaching and learning aspects of the University. This will be a giant leap in terms of reaching out to staff and students in the 12 main centers and 8 sub centers of the University. There are plans to deliver the ILP through multimedia mode so all USP students and staff will have equitable access to the ILP and enjoy its rewards.

In 2004, the USP Senate agreed that the ILP would be incorporated into the curriculum in 2005. The USP Library is currently preparing papers and options on just how this may be done. It is envisaged that the process will take some years and the USP Library is hopeful that all will be in place by 2010. In the meantime the USP Library pursues its vision of producing graduates who are information literate and lifelong learners.

### **Conclusion**

Information Literacy is the responsibility of librarians in the Pacific. It is essential for all of us -- librarians, information specialists, archivists and curators to meet the information needs of the people we serve. We need the knowledge, the skills and the ability to access, evaluate and use information available in our midst. All in all this is our hope!

Thank you Ladies and Gentlemen

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Villareal, Naomi. (n.d.). *The Making of the Information Literate Teachers in the Pacific*. Suva: University of the South Pacific. Powerpoint presentation viewed by the author.

American Library Association. (1989). *Presidential Committee on Information Literacy. Final Report*. Chicago: American Library Association.

# **An Overview of the National Library of Medicine AIDS Community Information Outreach Project**

Franda Liu  
*Information Resource Specialist  
Pacific Resources for Education and Learning (PREL)  
Honolulu, Hawaii*

## **HIV/AIDS Prevention in the Pacific (HAPP)**

### **Project Goal**

Improve education and access to quality health information (HIV/AIDS prevention) across the U.S.-affiliated Pacific

### **Targeted Group**

Librarians, educators, and community workers designated by PIALA, local DOE/MOE, and DOH/MOH as key information providers

## **HIV/AIDS Prevention in the Pacific (HAPP)**

### **Project Objectives**

Skills Building on Information Retrieval

Resource Development

Resource Distribution

## **HIV/AIDS Prevention in the Pacific (HAPP)**

### **Skills Building**

Train information providers on how to use appropriate tools, such as PREL's CD-ROM, PubMed, StatRef – a licensed medical database and the EBSCO's health resources

### **Outcome**

Key information providers demonstrate skills needed to locate quality resources so that communities will seek out library databases as a preferred source of health information

## **HIV/AIDS Prevention in the Pacific (HAPP)**

### **Resource Development**

- \*Adapt PREL's existing CD-ROM
- \*Finalize a glossary terms in major Pacific indigenous languages
- \*Develop a prevention cartoon booklet similar to the Secretariat of the Pacific Community's (SPC) booklet on obesity.

### **Outcome**

Produce a variety of culturally attractive and appropriate materials on HIV/AIDS prevention

**HIV/AIDS Prevention in the Pacific (HAPP)**

**Organization of the CD**


**Sections (Chapters)**

General information on the disease(s)

Prevention

Treatment

Resources



**HIV/AIDS Prevention in the Pacific (HAPP)**

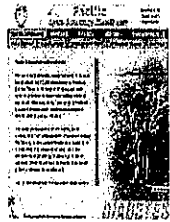
**CD Designs**

Self paced training

Primary resources

Links to other resources

- Pacific
- Mainland



**HIV/AIDS Prevention in the Pacific (HAPP)**

**Distribution**

Publicity through the mass media and information booklets distribution via public libraries, SPC and other community-based organizations

**Outcome**

Draw community attention and increase the awareness to HIV/AIDS prevention

## Marshall Islands Healthy Information Partnership (HIP) Institute

Sonja Evensen, *Program Specialist*  
and

Franda Liu, *Information Resource Specialist*  
*Pacific Resources for Education and Learning (PREL)*  
*Honolulu, Hawaii*

Marie Maddison, *Former Director*  
*Women United Together in the Marshall Islands (WUTMI)*  
*Majuro, Republic of the Marshall Islands*

### National Library of Medicine Community Partnership Grant

#### The HIP Consortium

A planning group was convened of agencies that could work together to address health issues in a comprehensive manner.



1

### Consortium Members



1. Ministry of Health
2. Ministry of Education
3. College of the Marshall Islands
4. WUTMI - a network of women's grassroots organizations across RMI that was established to address political, social, and cultural issues affecting women, families, and children

2

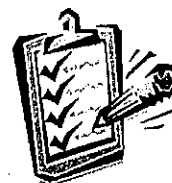
### Consortium members

5. Alele Museum and Library
6. MILA - an association of librarians from Alele, CMI, USP, and elementary and high schools.
7. Youth to Youth in Health - their mission is to improve the lives of RMI youth. Its work focuses on promoting health and cultural preservation among the young population.
8. The IA Mobile Team - conducts community education that includes gardening, nutrition and health education, and other areas of identified community training needs.

3

### Planning process

In order to identify the health priorities in the RMI, a survey was developed and administered orally across 19 islands. 248 surveys were completed.



4

### Planning group GOALS

- Brainstorm ways to improve health outcomes
- Identify additional resources and potential partners
- Devise a game plan to develop health education materiel, training, and I nformation dissemination.

5

### The process

In order for the large amount of survey data to have meaning, the data was shared in small chunks and the planning group was asked to respond to it.



6

### Data sharing

Planning members used the data determine how they could work together to improve health literacy.



7

### Topics of discussion

- Demographics: Who was surveyed?
- How do existing health services work?
- Who uses local medicine?
- How effective is the method of delivery of health information?
- Who is responsible for health?
- What about Culture in health?
- What are some health challenges and current health practices?
- What do people know about health?
- What do we know about teachers and health?

8

The group determined that many problems stem from lack of parenting skills.

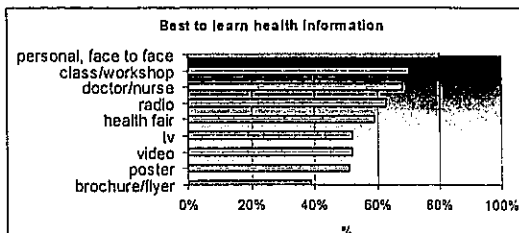
Parents were therefore selected as the target of this intervention.



9

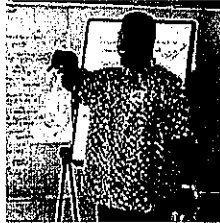
### How should health information be disseminated?

Our survey revealed that most people prefer face-to-face contact above other methods.



## Method of communication

Youth to Youth in Health has experienced success with delivering health information via dramatization. The same approach will be employed by the consortium to reach the parents.



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## CURRICULUM FOCUS

- 1) lifestyle (obesity, diabetes, heart diseases and stroke)
- 2) hygiene (skin disorders, infections, dental health problems, TB and other infectious diseases)
- 3) family management (teen pregnancy, truancy, poor school success, substance abuse, violence and mental health issues)



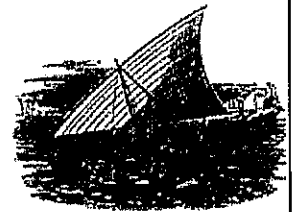
12

## II. The Plan (Part 1)

- 1a. Review and inventory materials
- 1b. Design an effective format
- 1c. Adapt materials as appropriate for target audience
- 1d. Create new materials as needed
- 1e. Increase capacity to provide effective health education messages

13

The project will work toward cultural sensitivity in relaying health messages



14

## Cultural considerations in curriculum development

### Parenting education:

The importance of school attendance vs cultural norms, such as tending to family issues, such as sibling care, funerals, etc.



15

## Diet, Nutrition and Culture:

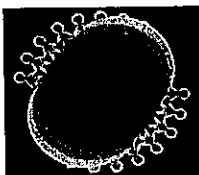


Improving eating habits in the RMI

16

### The Plan (Part 2)

- 2a. Identify new partners and groups that can provide this service
- 2b. Provide training of trainers in parenting education activities



18

### The Plan (Part 3)

- 3a. Provide parent training and workshops in hygiene, lifestyle, and parenting skills
- 3b. Present materials via live performance



19

### The Plan (Part 4)

- 4a. Use networking meetings to further project management and communication
- 4b. Increase capacity of HIP to evaluate outreach effectiveness
- 4c. Improve accessibility and increase use of health related materials at library
- 4d. Collaborate with librarians to increase outreach and use of library materials
- 4e. Attend PIALA conference

20

### Library's Role

The library will provide a list of supplementary materials that are easy to read and age appropriate.



21

### The Library's Role

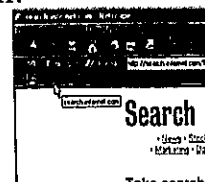
The library will support the parent education activities by reaching into the community to create displays, while encouraging parents to seek more information.



22

### Accessing Information:

Access valid health information and health promoting products and services

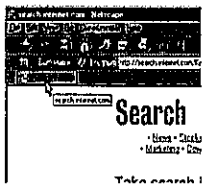


- how to find correct information
- how to choose a health-related product or service
- identify a reliable information source
- use a variety of sources
- know where to go to get help to solve problems

23

### Accessing Information:

Access valid health information and health promoting products and services



- how to find correct information
- how to choose a health-related product or service
- identify a reliable information source
- use a variety of sources
- know where to go to get help to solve problems

23

The RMI faces challenges such as low literacy and poverty.

Access to resources and information is not equally distributed


70% of the population is located in 2 urbanized atolls: Majuro and Kwajalein

30% is spread over 2 million square kilometers

The library will be challenged to extend its reach to increase Health Literacy (see following definition)

24


"the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health-enhancing."



(Joint Committee on National Health Education Standards, 1995)

25

Kommol tata!



26



## **Republic of the Marshall Islands Historic Preservation Activities**

Josepha Maddison-Hill  
*Assistant Archaeologist*

Frederick Langmoir  
*Archaeological Surveyor*

Clary Makroro  
*Deputy Historic Preservation Officer*  
and

Frank R. Thomas  
*Staff Archaeologist*

*Republic of the Marshall Islands Historic Preservation Office  
Majuro, Republic of the Marshall Islands*

Libraries, archives and museum records are all about the proper storage and retrieval of information. In recent years, the Internet has added a new dimension to accessing this information. From the user's perspective, thanks to search engines, it has become easier in some ways to download information on a host of topics. There is currently a growing body of knowledge about heritage conservation available through these different media.

When one refers of the Marshallese past, residents and visitors alike often think of the Alele Museum, the one and only museum in town. Although small, it provides an overview of what life was like in previous times. The museum collects materials from the earliest evidence of human occupation some 2,000 years ago, to more recent history encompassing the colonial period and World War II. What is less known to the general public, however, are the activities carried out by the Republic of the Marshall Islands Historic Preservation Office (RMIHPO), a division of the Ministry of Internal Affairs. Since its inception in the early 1990's, and through financial support from the United States National Park Service, RMIHPO continues to serve the community by helping to preserve aspects of Marshallese cultural heritage and ensuring compliance with our Historic Preservation legislation.

The Marshall Islands are well-documented concerning cultural resource management. A consistent documentation is available, mainly through a collection of essays about the

Marshallese past written by Dirk Spennemann, RMIHPO's first Staff Archaeologist (1993). In addition, a relevant paper on survey and site preservation was written by former Staff Archaeologist Richard V. Williamson in an issue of *Cultural Resource Management* devoted to Pacific preservation (2001). RMIHPO also has a web page associated with the Alele Museum web site where its main duties are presented, as well as descriptions of past, current and future projects. The URL is <<http://members.tripod.com/~alelemuseum/HPO.html>>.

One of the most significant tasks assigned to this office is the continued inventory of outer island cultural resources, in cooperation with the Alele Museum. To date, 21 atolls and islands have been partially surveyed. These are reconnaissance surveys using global positioning systems (GPS) that seek to record, document and map a range of archaeological sites. These sites fall into three basic categories: prehistoric, historic and traditional sites. The latter are those sea- and landscape features having special significance to local communities and associated with stories and legends.

Recording of these oral traditions is primarily the responsibility of the Alele Museum Ethnographer. As is the case elsewhere, older community members are the ones who possess the greatest knowledge regarding those sites. These oral traditions are then partially translated and appear in reports submitted to the National Park Service. While the tangible past (the sites themselves) may deteriorate in the humid, tropical environment; likewise, oral traditions may disappear, as community elders find it increasingly difficult to pass on their stories to younger generations. There is always the danger of fossilizing the past in that stories may have different versions and culture is, after all, a dynamic entity; however, there is little doubt that transcribing stories and providing detailed descriptions of archaeological sites will help ensure future that generations of Marshallese will be able to access information related to their heritage via printed and audio-visual media.

The other challenge in educating the public rests with the fact that although World War II had a significant impact on our recent history, leaving behind an important testimony in the form of military structures and wreckages of ships and planes, there is still relatively little appreciation for other aspects of our past, be it colonial or from the time prior to the arrival of Westerners. As emphasized by archaeologists who have worked here, the Marshalls lack evidence of extensive monumental construction, unlike places such as *Lelu* in Kosrae or *Nan Madol* in Pohnpei. Prehistoric sites are thus less conspicuous and consequently less appreciated for preservation. Moreover, in an era of restricted public spending in archaeology, colonial period sites, namely those from the German and Japanese periods, may not be perceived by government and the public as worthy of preservation, despite the existence of laws that were specifically designed to protect *all* cultural resources. To support this view, some would argue that they are legacies of foreign colonial powers and have little relevance to Marshallese cultural identity.

The main problem is the implementation and enforcement of regulations. Private land ownership makes legislation more challenging and difficult to enforce. Education, rather than legislation,

makes legislation more challenging and difficult to enforce. Education, rather than legislation, has been touted as the better approach at disseminating knowledge about the past. Using our outer island surveys, we seek to get local communities involved in the process of elucidating their past.

With the passing of the *Marshall Islands Historic Preservation Act* in 1991, followed by a set of regulations drafted and approved in 1992 regarding the diverse aspects of cultural heritage, including archaeological activity and anthropological research, RMIHPO is now regarded as having the most comprehensive preservation legislation among the three Freely Associated States. As elsewhere in Micronesia, the legislation also ensures compliance with Section 106 of the *United States National Historic Preservation Act of 1966*.

The main duties of the RMIHPO, supervised by the *Advisory Council on Historic Preservation*, are those generally assigned to any Historic Preservation Office. Indeed, preservation and protection of the nation's cultural properties are the overall purpose of this public agency. The *Advisory Council* also approves sites submitted for nomination in the *Marshall Islands National Register*. We currently have about 40 sites nominated.

RMIHPO is open to outside researchers who wish to carry out work on any anthropological aspect related to the Marshalls. Proposals are reviewed and research permits issued accordingly. Final project reports are further reviewed. Training of staff members is another ongoing activity, ensuring that RMIHPO will one day become self-sufficient. Training is through additional formal instruction in archaeological methods, attendance at workshops, and specialized courses locally and overseas, including underwater archaeology, Geographic Information Systems (GIS) and archaeological restoration technology.

In the past year, RMIHPO had the opportunity to conduct two outer island surveys. These were on Wotho Atoll and Lib Island. Both locations were briefly surveyed in the late 1970's by Bishop Museum archaeologists (Rosendahl, 1987); however, they focussed primarily on prehistoric sites. Given that the previous researchers had a very short one day stay on Wotho Atoll, it is not surprising no sites were previously identified. Within a week, our team recorded 11 sites on Wotho Atoll, including five prehistoric sites, three historic sites, two traditional sites and one site of undetermined age. Wotho Atoll illustrates the logistical difficulties of conducting archaeology in the Marshalls. Although the atoll contains numerous islets, we were only able to survey one owing to the breakdown of the community's single outboard engine. Generally speaking, the 1,200 plus islets and the overall distance separating them within the archipelago constitute the major physical challenge to comprehensive coverage. Occasional plane breakdowns and the lack of frequent sea links add to the difficulties.

Our Lib Island survey resulted in the discovery -- and rediscovery -- of 16 sites consisting of six prehistoric, four historic, four traditional and two sites of undetermined age. Lib Island is a little known table reef (i.e. lacking a central lagoon) and is one of five such islands in the Marshalls.

airstrip. It is also unique for the Marshalls in that it contains a large central depression, forming a pond or lake, now brackish. The island's small size meant that it could be adequately surveyed in the relatively short time at our disposal. Guides and informants led team members to most of the sites. With a relatively small resident population and lack of frequent visitors, the island's cultural resources do not appear to be under major threat, aside from natural deterioration, coastal erosion and the occasional typhoon.

While it may not be fully appreciated by observers, RMIHPO, together with Alele Museum, are seeking ways to reach out to communities in an attempt to give young generations of Marshallese both tangible and spiritual benefits that can come from increased awareness with the past. Forums like this one today will hopefully help to modify this perception.

At stake here is the sustainability of local culture in the face of American-inspired popular culture and consumerism. High unemployment and suicide rates are viewed by many as consequences of the growing conflict between traditional values and expectations generated from outside influence, especially on Majuro. For its part, RMIHPO strives to make itself relevant in today's world by playing a role in strengthening cultural identity and by promoting sustainable economic and social development through sectoral linkages between archaeology and land management and tourism, to cite two examples.

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- Spennemann, Dirk H.R. (1993). *Ennaanin Etto: A Collection of Essays on the Marshallese Past*. Majuro Atoll: Republic of the Marshall Islands Historic Preservation Office.
- Williamson, Richard V. (2001). "The Challenges of Survey and Site Preservation in the Republic of the Marshall Islands." *Cultural Resource Management*, 24 (1) 44-45. Also available on the Internet at <<http://crm.cr.mps.gov/archive/24-01/24-01-16.pdf>>. Last accessed on October 4, 2006.

## Note

1. Portions of this paper also appeared as "Historical Preservation in the Marshall Islands: 2003-2004 Research," by Frank R. Thomas, published in *Micronesian Journal of the Humanities and Social Sciences*, 3(1-2), 90-93,. December 2004.

# Birth of the Pohnpei Public Library<sup>1</sup>

Carmina Lihpai, *Head Librarian*  
and  
Lester Ezekias, *Assistant Librarian*  
*Pohnpei Pubic Library*  
*Kolonia, Pohnpei*  
*Federated States of Micronesia*

## The Vision

- In 1985, Penny Weilbacher and Christine Lebehn, faculty at the Community College of Micronesia in Pohnpei, Federated States of Micronesia (FSM) have the vision.
- The *Friends of the Pohnpei Public Library (FPPL)* was formed
- FPPL is registered as a non-profit organization
- Land at Ag Station is provided by Governor Moses

## Fundraising Challenge Begins

- Take-out lunches raise \$400.
- Miss Liberation Day contest raises \$17,000
- FSM Congress provides \$10,000
- Johnny B, popular Palaun gives benefit concert raising \$4,000



## Building Starts



- April 15, 1987 — Groundbreaking Ceremony for the new Pohnpei Public Library (PPL) building  
US CAT (Civic Action Team) provides construction labor  
Local vendors discount building materials
- February 1988 —  
New public library building opens to public

## Building a Collection

- Donation of 10,000 volumes from local residents and the defunct PTA library room at the Governor's office.
- Outside groups donate books —  
Hawaii Rotary Club  
Thousand Oaks, California Public Library  
University of Eastern Oregon
- 1989 — PPL started receiving funding from Pohnpei State

### A new Addition

- 1995 – PPL receives a grant to add extension for children's room
- Volunteer group comes from Thousand Oaks, California Public Library to Pohnpei to help build the extension
- New addition called *Wasahn Kamarain* – Place of Enlightenment



### Wasahn Kamarain



### More Help & Developments



- 2001 – Gates Foundation — provides 5 computers for Internet
- 2002 – LSTA/FSM \$7,000 grant for computer & software upgrade
- 2002 – FPPL fundraise for outside play area and the ORAC -- our *Outside Reading Activity Center*

### Special Activities Developed for Library Week



### PPL Starts a Bookmobile Program



- Bank of FSM donates vehicle
- Van is refitted with shelves, etc. by vocational construction students at College of Micronesia-FSM
- Bookmobile visits 6 remote public schools twice a month

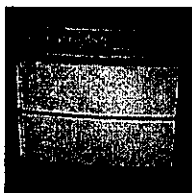
### Start Summer Reading & Other Weekly Programs

- Summer Reading Program
- Story Hour 2 times per week
- Movie Hour once a week
- Halloween & Christmas Reading Program



## Library Automation

- University of Oregon Follett DOS version installed
- AusAid Grant & College of Micronesia-FSM upgrades to Windows based Follett OPAC, cataloging and circulation software
- Ariel Document Delivery system installed.



## Volunteer Program

- Very important part of our programs
- Volunteers from local library supporters and experts in the community
- Story hours, book processing, circulation, shelving, etc.



## Is the library used? Ohhh, yes!

- Daily, 500 - 600 students visit library after school between the hours of 2:00 pm - 5:00 pm
- Average of 10 student class groups per month visit for orientation, tours or research

## Library Use...

- Average of 30 computer use sessions by children per day after school hours ... *there is always a waiting line!*
- Daily 100 -150 patrons check out or return materials.
- Story and Movie Hour sessions are always overcrowded.
- Adult patrons tend to visit at times when students are in school.



## Our Challenges

- Space
- More books – especially current reference and non-fiction materials.
- More funding for more staff to better serve users during peak-use hours




## Other Challenges...

- Staff Development to involve the staff in professional & credentialed training.
- How to collaborate and provide outreach to other school libraries



**Your Questions?**



Carmina Lihpai or Lester Ezekias  
Friends of the Pohnpei Public Library  
<PPL@mail.fm>

### Note

1. This presentation was also shown at the Hawaii Library Association Conference, October 24, 2004, held at the Turtle Bay Resort, Island of O'ahu, Hawaii.

## **Empowering Library Staff Through Library/Information Studies at the University of the South Pacific**

Liviana Tabalala  
*Librarian and  
Coordinator of the Basic Skills Certificate in Library/Information Studies  
Training Department  
University of the South Pacific Library  
Suva, Fiji*

### **Introduction**

The theme of this week's PIALA conference is *Literacy Our Hope, Libraries Our Scope and Heritage Our Property*. Today's sub-theme – *Libraries Our Scope* – focuses on libraries as our scope of operations for a literate society. This means that libraries are the centres through which a variety of activities are carried out toward developing a literate population.

The concept of literacy is very important for our Pacific Island societies. It is *Our Hope*, as the theme suggests. Hope for what, if one may ask? To answer this question, we need to be clear about what the term *literacy* really means. One definition of literacy I like is quoted below:

“Literacy is the ability to access, analyse, evaluate and communicate messages in a variety of forms” (Jones, Waibuca and Vakasisikakala, 2000, p. 6).

The above definition implies that literacy is the ability to obtain or access information from a variety of sources (print or non-print), to examine and/or analyse the information and judge its value (usefulness or otherwise), and to organise the information in a proper way to communicate it to others or to use it to make a good decision for one's self, family or country.

### **Literacy Our Hope**

In today's world we often hear the phrase *information is power*. This comes from the desire for people to obtain specific information to meet a wide range of personal and business needs. These needs are largely driven either by the desire for personal growth and advancement; or by the rapidly changing social, political and economic environments of our societies. To promote

economic dependence and quality of existence, there is a lifelong need for being informed and up-to-date. This is why it is important to become literate. If literacy is as it is, then it is *Our Hope* to be able to access, analyse, evaluate and communicate information to meet a wide range of our personal and business needs.

### *Literacy: Implications for Libraries*

How do libraries contribute to the development of literacy?

If literacy is the ability to obtain information from a variety of sources, then libraries play a vital role in finding sources of information, organizing them and integrating these resources (both print and non-print) into its collections.

Secondly, if literacy is the ability to analyse information to ascertain its value, libraries play additional roles of evaluating what is to be added to their collections and teaching users how to evaluate the value of the information they get from resources in the library's collections.

Thirdly, if literacy is the ability to organise information in a way that it can be effectively delivered to users, then libraries are also essential in their need to present information in a suitable way, making it accessible to users for its maximum use. They also need to teach users how they can organise the information they have to present it in a suitable way to others.

One can see from the above discussion that libraries do contribute a variety of very important roles to the development of literacy in a society. Libraries are thus one of the areas of operations for a literate society.

### *Literacy: Implications for Library Staff*

How can library staff contribute to the development of literacy?

Just as a purse is useless without money, a library is useless without staff who can be relied upon to carry out its many activities.

The latter discussion identified the important roles libraries play in the development of literacy. These roles and responsibilities need to be carried out by people. People are an organisation's chief asset. Brophy (2000) aptly put it when he said,

“Staff are responsible for delivering services to users and are probably the library's most important asset” (p. 91).

If staff are responsible for delivering services to users, then in the context of this paper, they are also responsible for the development of literacy. This means that the responsibilities of collecting, organising and making available information are important aspect of library staffs'

work. Library staff need to have the appropriate skills to be able to carry these tasks out effectively. How can library staff obtain these necessary skills?

There are various methods of doing this and this paper will dwell on the training of library staff. Training schemes available for library staff vary from new employee orientation, training for continuing employees and continuing education. This paper will focus on the latter by outlining how library studies at the University of the South Pacific (USP) are contributing to the development of a skilled library workforce.

### **Library Studies: Contributing to a Skilled Workforce and a Literate Population**

How do library studies contribute to the development of a literate population?

One of the ways a library can contribute to a literate population is through the training of its staff through a formal system of education, where they can acquire the necessary skills enabling them to organise and deliver an efficient information service.

I will now discuss how the library studies programme at the USP is preparing library staff with skills they need to carry out a number of activities crucial to the development of a literate population.

#### *Background to the Library/Information Studies Programmes*

The USP offers two library programmes solely through the distance and flexible learning mode: the *Certificate in Basic Skills in Library/Information Studies* and the *Diploma in Library/Information Studies*.

The *Certificate* is offered at a pre-tertiary level to students who have achieved the twelfth year of school with a 50% pass in English (or equivalent) or mature age entry (over twenty four years of age). The *Diploma* is available to students who have at least a B pass in a University entrance or Foundation subject - *LLF11 Communication and Study Skills I*.

The two programmes differ in the level of skills and theory taught, as well as the focus. The *Certificate* is a vocational programme aimed at library assistants who do not yet qualify to enter pre-degree courses, but who want to gain library skills. The programme was first offered in 1998.

The *Diploma*, first offered in 1990, is at academic level. It produces paraprofessional graduates who can work as qualified library assistants. In 2003, there were a total of 364 enrollments in the *Certificate* and *Diploma* programmes.

### *The Curriculum*

The curriculum objective of the *Library/Information Studies* at USP is to train current and potential library staff to perform the skills required for the day-to-day operations of libraries, either at junior library assistant or library assistant level. Consequently, the majority of course time is spent learning skills. At the same time, the emphasis on skill acquisition is balanced with a modest amount of knowledge-based learning. This learning provides a context for the skills that students are learning, makes them aware of the responsibilities of the profession and helps them understand their responsibilities. My discussion will focus on the *Certificate in Basic Skills in Library/Information Studies* programme.

### *The Certificate in Basic Skills in Library/Information Studies: Rationale for the Programme*

When the programme was proposed in 1997, there were a number of important considerations providing the rationale for the *Certificate*. According to the programme proposal, it was agreed by the member countries of the USP that there was a need to:

- Provide basic training in library work, and allow students to develop academic, study and communication skills to progress and undertake the *Diploma in Library/Information Studies*, if they so desire.
- Allow a formal career path in library work in the Pacific to be developed, from base level (*Certificate*) to intermediate (*Diploma*) to advanced (*Degree*). USP offers the intermediate level (*Diploma in Library/Information Studies*). Students who wish to attain higher awards in the area of library and information studies (Degrees, Masters, Post-Graduate Diplomas) currently study overseas
- Provide for a base level of training in library work that could be accredited by regional governments in the public service structure. The *Diploma in Library/Information Studies* is recognized as an appropriate qualification for trained and experienced library assistants who may control small libraries, or head sections of larger libraries. However, there was no formal recognition of staff with basic operational skills. The *Certificate* as envisaged would offer training in such library/information skills that could be recognized at an appropriate level within the public service structure of USP member countries.

The proposal also identified the need to have the *Certificate* as a bulk of staff in libraries in the South Pacific have no formal library training, but required an understanding of and training in basic library operations. There had been a lot of support in the region for a level of training at a base level, which no other national institution was offering in the region.

Concern was also raised over the high rate of dropouts in the *Diploma in Library/Information Studies*, suggesting that for some students this may be beyond their capacities at the time of enrollment. Mel Rainey, then Coordinator of the *Diploma*, commented that such students had

difficulty in coping with the level of English required to use standard library cataloguing, acquisitions and reference tools; reading and comprehending the course material; and expressing their thoughts clearly in written language. Time management also was a problem for struggling students. The proposed *Certificate* would prepare students with appropriate academic, communication and study skills to progress to the Diploma.

The above concerns also reflect on the basic types of information services that the USP member countries are providing. Jones (2000) mentions that

“school, public and government libraries lack facilities, basic and adequate resources and collections and appropriately trained staff” (p. 5).

Studies done by Rainey (1996 and 1999), and Williams (1998) identified untrained staff as one of the main problems facing libraries. Because of this, library staff needed to be trained in order to empower them with the knowledge and skills that they would then impart to users, essential for an information literate society.

### *Course Structure*

In attempting to meet the needs of the USP member countries of providing training in the basic skills of running a library, the USP introduced the *Certificate* programme with the following courses:

#### *HUC11 Introduction to Libraries, Their Systems and Services*

The course introduces students to the historical development of libraries, books and writing, the purposes and functions of a library, types of libraries and their services, library systems and who does what work in libraries. The physical parts of a book and the way a library is physically organized is examined. Time management in relation to planning library work and study is also looked at.

#### *HUC12 Building and Maintaining the Collection*

The course looks at issues relating to selection of library tools, basic ordering and receipt procedures and acquisitions tools for books and serials, processing, repairs and conservation of library materials, stocktaking and weeding.

#### *HUC13 Organising the Collection*

The course prepares students with basic skills in cataloguing and classifying books, and assigning subject headings, in accordance with accepted standards. Standard filing rules is also taught

#### *HUC14 User Services – Circulation and Library Activities*

The course trains students in the operations of circulation systems (manual and automated) and basic interlibrary loan procedures. Library programming for adults and children is covered, as well as basic techniques for library displays.

### *HUC15 User Services – Information Services*

The course introduces students to basic principles of information service, with an emphasis on students' learning to become competent users of standard information sources such as encyclopedias, dictionaries, handbooks, etc. The presentation of information in the form of resource lists and vertical file material, and basic techniques to disseminate information are also covered, as well as bibliographic style.

From the above description, we see that the programme attempts to teach students the basic skills they need to assist clients in accessing services, materials and facilities; receive and deal with initial requests for information from clients; assist in organizing the library's resources; assist in the maintenance of service areas; assist in the set up of displays and promotional activities; process and prepare materials; assist in maintenance of client and bibliographic records; repair library materials and shelve materials in the collection.

Students are taught the basic skills they need to acquire items, catalogue them, circulate materials, and conduct interlibrary loans. They are taught how to use ready reference sources to answer basic ready reference questions and how to conduct research on a given topic. They are also taught how to present information in the form of resource lists and vertical file material, as well as basic techniques used in disseminating information. Library programmes for adults and children are also taught.

The programme is administered using the English language, giving the students a chance to improve their literacy skills of reading and writing through reading and then displaying comprehension of the course material. They are provided opportunities for expressing their thoughts clearly in written and spoken language, either through written assignments or fortnightly tutorial meetings with the course tutors.

One can see that the programme is a starting point for library staff who lack basic library skills. These skills are important in the development of literacy programmes and in communicating with library users. As students learn these skills, they can then organise activities promoting literacy. These skills will also be imparted to library users and the community. When the community learns how to access, analyse, evaluate and communicate messages in a variety of forms, it is moving towards an information literate society.

### **Conclusion**

I started off with the theme of this conference and wish to close with it. If *Literacy is Our Hope* for a better-informed society, and *Libraries are Our Scope* of operation, we as a profession need to make sure that we have the resources needed to carry out the work required for a literate society. Human resources as I had mentioned earlier are the library's most important asset for doing this. Staff need to be trained at a basic and para-professional level so they are equipped with the skills needed to carry out their duties effectively. The USP's *Library/Information*

*Studies Programme* has been set up to meet this need and to empower our staff in the region. With qualified staff who know how information services are organised and delivered, our libraries are well on the pathway of developing effective information literate centres.

I now welcome any questions or comments regarding this presentation or the USP library's training programme in general. For your information I have brought with me brochures describing the two programmes and course materials for the *Certificate*, for any interested person.

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## South Pacific Periodicals Index

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### Background

The *South Pacific Periodicals Index* began life in 1974 as the *Bibliography of Periodical Articles Relating to the South Pacific*. The first 3 volumes (Volumes 1-3) listed the University of the South Pacific (USP) Library's holdings of periodical articles relating to the South Pacific. When the fourth volume (combined Volumes 4 & 5, 1977-78) was published, it included contributions from the SPC<sup>1</sup> Library.

From the fifth volume onwards (Volume 6-8, 1979-1981), only the holdings of USP Library were listed. The title also changed to *SPPI* with this volume, published in 1984. The Library skipped the publication in print of Volumes 9-13 covering 1982-1986.

Volume 14 -15 covering 1987-1988 was published in print in 1995. With this volume, the Library ceased printing the index but continued to maintain the index as ProCite<sup>®3</sup> databases. The databases were accessible through the USP Library website until early 2002 when technical problems forced them to be taken off the website. Meanwhile, work on the indexing had virtually stopped due to staff shortages and heavy workloads experienced by the Library staff. However, this year, the Library identified it as a priority and work on the index has begun again. A lot of rethinking has taken place.

It can be seen from this brief history that the *SPPI* has struggled to survive. It was published on an irregular basis and work on it lagged far behind. This short paper looks at some of the problems encountered and describes the steps being taken to revive the index. This is an ongoing process, and comments and suggestions from PIALA participants are welcome.

### Problems Encountered

One of the major problems encountered was the lack of staff. Staff members who worked on the index had heavy workloads and other commitments, and were unable to dedicate themselves fully to the work required. This was not the case when work first began – the *Bibliography of Periodical Articles Relating to the South Pacific* was supported by DANIDA.<sup>3</sup> A full-time staff member from Denmark worked on the first two volumes. In the Preface of the publication, Mr. Harold Holdsworth, the University Librarian at that time wrote that this meant that the work was “expeditiously undertaken” (*Bibliography...*, 1974, p. i) and very efficiently completed.

When funding from DANIDA ceased and the Library absorbed the work, the Pacific Collection Librarian took it on as one of his many duties. When the Pacific Information Centre (PIC) was established, the work was passed on to the PIC Librarian who coordinated and edited the index, with the help of the Pacific Collection Librarian and Cataloguing staff. It was envisaged that PIC would fully take over the production of the index but it soon became obvious that this was not possible due to other priorities within PIC and the workload of the section.

The Library again reviewed the Index and decided that it would be maintained as a database as a joint project between the Pacific Collection and the Pacific Information Centre. Staff of the Pacific Collection would resume the indexing of articles from Pacific journals, whilst PIC staff would continue to index articles about the Pacific from non-Pacific journals. However, due to the workloads of both sections and changes in staff, this arrangement did not work out and indexing of the journals lagged far behind and eventually lapsed for some years.

Another problem that was encountered was the lack of feedback from participating libraries in the region. In the early years, PIC attempted to obtain entries from its focal points (other libraries in the Pacific region) but apart from the entries from the SPC Library for a short period, it was not successful in doing this. The entries in the current *SPPI* almost exclusively reflect the holdings of the USP Library.

The scope of the Index was very extensive – perhaps too extensive – covering all the countries of the *Island South Pacific*: that is American Samoa, Austral Islands (Tubuai Islands), Chuuk, Cook Islands, Easter Island, Federated States of Micronesia, Fiji, French Polynesia, Guam, Kermadec Islands, Kiribati, Kosrae, Marquesas Islands, Nauru, New Caledonia, Niue, Norfolk Island, Northern Mariana Islands, Palau, Pitcairn Island, Pohnpei, Rotuma, Society Islands, Solomon Islands, Tahiti, Tokelau, Tonga, Truk, Tuamotu Archipelago, Tuvalu, Vanuatu, Wake Island, Wallis and Futuna Islands, Western Samoa, and Yap. Hawaii, Papua New Guinea, Australia and New Zealand were not included.

Articles from more than 200 periodical titles were included. Some articles were reprints and others were from titles that were held by USP Library that the staff scanned systematically. These included both Pacific and non-Pacific titles.

The Subject Index formed the body of the publication and an Author Index was also included. The first 3 volumes were arranged broadly by subject. Each subject was subdivided by geographical area. From Volume 6-8, each entry was assigned one or more specific subject headings from the *Library of Congress List of Subject Headings*. Modifications and adaptations were made from time to time as required. Book reviews were entered separately. For those interested, the Introduction contains detailed explanation on the arrangement and structure of the headings.

The database software used for *SPPI* was ProCite®. Technical problems and systems incompatibilities were encountered since an upgrade to ProCite® around 2001, resulting in difficulties in putting the *SPPI* database up on our webpage. The Library then reviewed the use of other software packages and decided on using an option in our integrated library system (see below for details).

### Current Solutions

This year, we reviewed the situation and identified the *SPPI* as a much needed service. We decided that it was important to continue work on it so users can have efficient access to Pacific periodical and journal articles.

However, we felt that we needed to rethink and review the process and procedures. We realised that we needed to refocus and narrow our terms of reference. We consulted interested parties such as staff of other libraries, software vendors and users on what they would recommend. After a lot of discussions and thinking, we have decided on the following:

- To have a dedicated professional member of staff working on inputting the entries more or less full-time initially. The staff member working on this project is Chris Bull, an experienced Pacific cataloguer. He has been able to get the project off its feet very efficiently. Although this is impacting on our Cataloguing output, I believe that the much improved access to up-to-date periodical information is well worth the effort.
- To narrow the scope of the countries covered to the member countries of the USP, in view of the coverage of other countries by indexes such as the *Hawaii Pacific Journal Index*.
- To restrict the number of titles covered to those published within the member countries of the USP. We decided to focus first on local publications, especially those published by the University itself and to cover both current and back issues. In most cases, this has meant a 25+ years backlog!! So far, the following titles have been or are being indexed: *Directions (Suva, Fiji)*; *Fijian Studies: A Journal of Contemporary Fiji*; *Journal of Pacific Studies*; *Mana: A South Pacific Journal of Language and Literature*; *Mana*

*Annual of Creative Writing; Pacific Ecologist; South Pacific Journal of Natural Science and USP Beat.* 1,907 fully-catalogued analytics have been entered into the database.

- To broaden the materials covered (e.g. newsletters and monthly newspapers were previously not covered). Some titles will be fully-indexed whilst others selectively indexed.
- To continue assigning *Library of Congress Subject Headings*. Although the system allows keyword searching, we felt that it was very important to include specific subject headings to allow specific and advanced searching.
- To integrate the entries into our library database by using an option for indexing articles provided through Spydus, our integrated library system. This option allows us to create full MARC records with links to the source. A sample entry is included below:

<b>Main Title</b>	: Sustainable urban development : Pacific dream or reality?, a Fiji case study / Spike Boydell.
<b>Personal Author</b>	: Boydell, Spike
<b>Source</b>	: Fijian studies, vol. 2, no. 1 (May 2004)
<b>Collation</b>	: p. [33]-49 ; 22 cm.
<b>Notes</b>	: Bibliography: p. 47-49.
<b>Language</b>	: English
<b>Added Title</b>	: Fijian studies : a journal of contemporary Fiji
<b>Parent Record</b>	: Fijian studies : a journal of contemporary Fiji
<b>Article Length</b>	: More than 1 page
<b>Article Type</b>	: Feature
<b>Subject</b>	: Sustainable development -- Fiji Urbanization -- Fiji Squatter settlements -- Fiji
<b>Country</b>	: Fiji
<b>Date Published</b>	: 2004
<b>Bib. Format</b>	: Serials
<b>BRN</b>	: 769129

### Holdings Summary

Location	Collection	Prefix/Call Number	Holdings
Pacific Collection	General	HC 685 .5 .F677	v1 n1 2003-

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Currently, the entries can be searched as part of the main database, via our online public access catalog (OPAC) or Enquiry facilities, but we can also configure the system so that the entries can be searched separately as a separate database. This option offers much flexibility and we are happy with the results so far.

## **Future Plans**

Some considerations for the future include:

- Integrating the entries previously entered into the ProCite® databases into the Library's main catalogue
- Downloading records into a word-processing package for print publication or into another database software package.
- Scanning the full-text articles and linking them to the analytics via Marc Tag 856.

We welcome any comments and suggestions from the PIALA community.

## **Reference**

*Bibliography of Periodical Articles Relating to the South Pacific*, vol. 1. (1974). Suva, Fiji: University of the South Pacific Library.

## **Notes**

1. South Pacific Commission, now Secretariat of the Pacific Community in Noumea, New Caledonia.
2. ProCite® is a software tool for publishing and managing bibliographies, a product of ISL ResearchSoft, an operating division of ISI® and part of the Thomson Corporation.
3. Danish International Development Agency



## **Localizing Digital Electronic Resources at The University of the South Pacific**

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### **General Background**

The University of the South Pacific (USP) was established in 1998. It is owned and operated by 12 Pacific Island countries: Fiji, Tonga, Samoa, Solomon Islands, Kiribati, Tuvalu, Cook Islands, Vanuatu, Niue, Tokelau, Nauru and the Marshall Islands.

USP offers a range of subjects in the social sciences, humanities, and pure and applied sciences, and has identified Pacific Studies, Agriculture, Sustainable Development/Environmental Management, Marine Studies, Teacher Education and Tourism as its academic priority areas. The focus has been on undergraduate level studies, but postgraduate studies are now being expanded. Emphasis is on flexible teaching and learning strategies. Wherever possible, the USP offers programmes through distance education, in addition to the traditional face-to-face mode. The University has also established a research strategy this year.

In support of the University's teaching and research programmes, the Library has developed a *Support Plan* that identifies the need for "equitable and upgraded regional access to library and information resources" (University of the South Pacific, 1999, p.1). The challenges include:

- Meeting the growing regional demand for information in this electronic age.
- Continuing to be one of the main sources of information for its students and staff throughout the region.
- Answering access demands of the students and other customers.
- Developing an information literate student community.
- Strengthening the Library's ability to extend such services to the countries of the region.

Electronic access has been identified as a viable effective strategy to meet the needs and challenges facing the Library. Such a strategy is in keeping with the University's emphasis on distance and flexible learning strategies.

### **ICT Infrastructure**

USP has the basic infrastructure in place for such a strategy to be sustainable and cost-effective.

The USPNet, a dedicated VSAT telecommunications network using the Intelsat satellite was launched in March 2000. Satellite earth stations and associated facilities are in place in each of the University's 12 member countries. The network provides 2-way data circuits for data, audio and telephony services, and allows a maximum of 3 simultaneous video transmissions. Currently, an upgrade is being planned. Each campus/centre in the USP network can communicate with each other via audio-conferencing, video conferencing, E-mail, fax and phone through the USPNet.

The network has enabled the University to redirect and expand its teaching focus to offering a wide range of courses through *flexible* delivery modes. The network is being used to transform the delivery of educational services by providing education to remote students, and has vastly improved communications between the various USP locations. The Library's digitisation programme will also be delivered to users in the region through USPnet.

USP has also recently concluded an agreement for a broadband connection to AARNet (Australian Academic Research Network). This will increase the bandwidth from 1 Mbps to 155 Mbps. This much needed connection is expected to go live on 1 February 2005. As the Acting Vice Chancellor Professor Rajesh Chandra said in his announcement on 18<sup>th</sup> October 2004,

"This is a historic achievement, and will fundamentally change the shape of teaching and learning at USP ... It will also ensure that all member countries receive the benefit of exciting developments in ICT" (All-Staff/All-Student Email distribution, 2004).

### **Digitisation Projects at USP**

#### *Library Digitisation Project*

The Library Digitisation Project was made possible by an AusAid<sup>1</sup> grant, part of funding support for the *Flexible and Distance Learning* project of USP. Although the project is not restricted to digitising local content, the digitisation of local materials is certainly a major focus.

The AusAid grant enabled the Library to set up a unit, with a staffing structure consisting of a Digital Library Services Manager, an Analyst Programmer and two temporary Junior Library

assistants who do the actual scanning of documents. The grant also provided for the necessary equipment: a flat bed scanner, a book scanner and a digital photocopier. The major objective was to make publications and information – not necessarily Pacific in content -- more easily accessible to its users, both on and off campus; especially those located in areas such as the USP Centres, where library services may be poor, but there is connectivity. The main components of the project are:

*Electronic Access and Document Delivery - the Closed Reserve Collection* – Initially, the major focus of the project was the digitisation of the Closed Reserve Collection. The collection comprises over 1,000 heavily used items and recommended readings Lecturers have identified as essential readings for courses. These may be books, journal articles, excerpts from books and print materials, AV materials and CD-ROMs. The materials are loaned out for short periods and the collection changes with each semester. The Library found that this part of the project was heavily hampered by delays in obtaining copyright clearance since the majority of materials placed into this collection were from standard published sources. USP examination papers were also part of this collection and were in great demand by students. Since there were no copyright problems associated with these papers, the Library was able to complete the digitisation of these quite speedily. Currently, examination papers are digitised or obtained in digital format at the end of each examination session.

*Digitized Preservation and Access To Pacific Collection Holdings & Theses* – After completing the digitisation of USP examination papers, the Library decided to focus on digitising public domain materials, especially documents of member governments held in the Pacific Collection. There are no copyright problems associated with this category of materials as well. Currently, the Library is digitising Fiji government documents and will move on to the documents of other countries in time to come.

The Library is also digitising Pacific theses and is systematically contacting authors for permission. USP now requires all postgraduate students to submit a digital copy, as well as a paper copy, of their theses to the Library. Other works that have been identified for future digitisation include rare heavily-used out-of-print Pacific published works.

*User Education at the USP Centres/Libraries - Teaching Internet Access and Use for information Searching* – The Library identified a strong need for training on accessing information through the Internet or other electronic means for the largely para-professional or untrained library staff in the Centre libraries, as well as for students studying via the distance and flexible mode. Initially, the Library planned to conduct workshops in all the USP Centres, but the current thinking is to develop multi-media and online information literacy programmes.

*Expanded Subscriptions to Electronic Journals and Databases* – Demands for access to full-text electronic databases and journals (either online or in CD/DVD formats) have increased over the years, but the Library was never able to afford the prohibitively high subscription costs. Through the AusAid grant, the Library was able to take out a few subscriptions. Other

organizations such as the European Union have also provided grants through the academic programmes for Library subscriptions to a growing number of online journals and databases including: Emerald Fulltext; ISI Web of Knowledge (Social Sciences Citation Index and ISI Current Contents Connect); Leisuretourism.com; Proquest (ABI/INFORM Global, Academic Research Library, Applied Science & Tech Plus); POPLINE; ASFA (Aquatic Sciences & Fisheries Abstracts) and ERIC (Educational Resources Information Center). Most of these are not Pacific specific, but they do include some Pacific items.

### *Difficulties Faced*

The major difficulties have been

- Copyright issues, especially in getting clearance for copyright materials
- Lack of Internet bandwidth; however, this will be addressed when the broadband AARnet connection is in place
- Lack of access by users outside of the USP Centres
- Delays in staff recruitment, especially in the recruitment of the Digital Library Services Manager to coordinate the project

### **Other Digitisation Projects at USP**

Other sections at USP also have ongoing digitisation projects that overlap with the Library's. These are usually focussed on localising digital electronic resources. Briefly, some projects are:

The *Pacific Islands Legal Information Institute* (PACILL), an initiative of the USP's School of Law to promote access to Pacific law materials. The PACILL project systematically collects Pacific legislation and law reports, digitises them and makes them accessible through the USP Emalus Campus website <<http://pacili.org.vu>>. The Law Librarian is closely involved in this project.

The *USP Knowledge Base* is a University project begun at the Office of the Vice Chancellor, but is now the responsibility of the Pacific Institute of Advanced Studies in Development and Governance (PIAS-DG). It consists of a statistical database with planned links to online full-text documents on development issues in the South Pacific. Work is still in the beginning stages, but a number of papers and documents are now available for downloading from the PIAS-DG website.

The *Pride Project* (Pacific Regional Initiatives for the Delivery of Basic Education) seeks to enhance student learning in fifteen Pacific countries by strengthening the capacity of each

Ministry of Education (or equivalent) to plan and deliver quality basic education. It hopes to encourage the sharing of best-practice, experience and information among the countries through the development of an online resource centre. Its online database will be called *PADDLE* (Pacific Archive of Digital Data for Learning & Education).

The *GIS Unit* (Geographical Information Service) has an on-line geo-information resource project that provides useful web-links, books, journals, bibliographies and information on GIS, remote sensing, cartography and related subjects. Links provided include those to vendors, publishers, book reviews and other similar websites.

The Library is aware that many other sections and academic departments within the University are developing digital collections with rich local content and we have taken a lead role in trying to bring all this work together. We have coordinated one meeting of sections interested in cooperating on digitisation activities, and will be calling a University-wide meeting early next year to discuss common issues and concerns. We hope to promote cooperation, share experiences, avoid duplication and ensure adherence to standards so that we achieve a degree of inter-operability.

The University is currently designing a Regional Centre for ICT, with assistance from the Japanese Government. The Library has proposed that a Digitisation Unit be located in the Centre so that the University's digitisation activities can be supported from a central location. The Library has also requested the Centre to provide facilities to convert AV and microform (microfiches and microfilms) materials into digital formats to make them more accessible to users across the region. There is great scope for Pacific cultural heritage materials and collections including photographs; archival materials such as correspondence, newspapers, out-of-print rare books; postcards; paintings; drawings; sound recordings and films and videos, to be digitised. This will help in preserving these valuable materials, much of which are under threat due to deterioration of the documents.

Although digitisation is resource intensive, digitising these local materials will provide better access to them by Pacific peoples, especially remote users, and will benefit the countries as a whole in the long run.

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University of the South Pacific Library. (1999). *Support Plan*. Suva, Fiji: University of the South Pacific.

**Note**

1. The Australian Agency for International Development (AusAID) is the Australian Government's overseas aid program. It is a federally funded program that aims to reduce poverty in developing countries.

## **Preserving and Managing Traditional Knowledge of the Pacific: What We Know and What We Can Do?**

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### **Introduction**

To begin this paper, I would like to quote a remark made by a Samoan Member of Parliament, the Honourable Tuiatua Tamasese Efi,

"What makes Samoa is its customs and culture. Customs and the culture have to speak to the mind and the heart of the Samoan in order for that culture to live" (2004).

If I may, I would like to extend this notion by saying that what makes our Pacific community different from the rest of the world is the uniqueness in our indigenous customs and traditions. A unique brand of culture, customs and traditions created and embedded in a body of knowledge that are naturally passed down from generation to generation. This indigenous body of knowledge is centered in the minds and hearts of the indigenous communities. It is the core of our indigenous race, livelihood, survival, security and identity.

So what is traditional knowledge? I would say it is a term that is closely associated with properties indigenous to one's tribe, clan or *Mataqali*.<sup>1</sup> Personally I would like to claim that the term itself is the property of the indigenous people or the *natives*, or what we Fijians call *taukeis*. This is because it embodies elements or characteristics which reflect expressions of artistic, creative works and intellectual effort of indigenous communities.

As librarians, archivists and curators of our Pacific shores, what do we know about traditional knowledge? Or as indigenous peoples of the Pacific, how much do we know of our very own indigenous knowledge? Is our Traditional Knowledge rightfully and fairly protected and represented through legal means in national, regional and international levels? Is ownership well defined, acknowledged and protected by world standards? How can Traditional Knowledge be preserved and managed to avoid commercial exploitation? What can we do as information

specialists to safeguard its values? These are some questions that I intend to discuss in this paper.

### **Definition and Nature of Traditional Knowledge**

The United Nations World Intellectual Property Organisation (WIPO) suggests that Traditional Knowledge (TK) and Indigenous Knowledge (IK) could be interchangeable. In WIPO's fact finding mission report, the term TK refers to "tradition based literary, artistic or scientific works; performances; inventions; scientific discoveries; designs; marks, names and symbols; undisclosed information; and all other tradition based innovations and creations resulting from intellectual activity in the industrial, scientific, literary or artistic fields" (Ruiz, p. 3).

Obviously this definition contradicts my line of claim, that is that the attachment of Traditional Knowledge to indigenous communities. WIPO's approach is clear, it provides a skeleton definition that reflects the effort and application of knowledge in the traditional and western settings.

The *Convention on Biological Diversity* (CBD), on the other hand, refers to TK as "innovations and practices ... generated by indigenous peoples and local communities which has enabled them to adapt and live in relative harmony with their natural environments throughout the centuries and contribute to modern society with innumerable products" (Ruiz, 2002, p. 3)

I would say, Traditional Knowledge represents a body of knowledge that embodies a holistic belief system and way of life created by a group of people living in close contact with nature. The International Federation of Library Associations and Institutions (IFLA) in its course on Traditional Knowledge "acknowledges the intrinsic value and importance of indigenous traditional knowledge and local community knowledge, and the need to consider it holistically in spite of contested conceptual definitions and uses" (International Federation of Library Associations and Institutions, 2002).

I am inclined to agree with some of these notions but I would also like to place emphasis on the need to recognize and acknowledge the creation and the creator of traditional knowledge. I am tempted to believe that "the need for a specific definition of traditional knowledge is impelled by the push from the formal sector <sup>2</sup> to control, manage and market the knowledge and to bring it under a regulatory framework" (GRAIN and Kalpavriksh, 2002, p.2)

The formal sector including national, regional and international authorities in their attempt to establish specific protocols of traditional knowledge is understandable. This is because they could see the intrinsic values of Traditional Knowledge and the economic and commercial viability it injects. "Traditional knowledge provides useful leads for scientific research, being the key to identifying those elements in a plant with a pharmacological value that is ultimately destined for the international markets" (GRAIN and Kalpavriksh, 2002, p.2).

Recently, the Samoan government has given the go ahead to an American company to do research on a native plant, the bark of the Mamala tree which is believed to contain *prostratin*, a medicinal property which could be a vital element in the treatment of HIV-AIDS. (SAMOA, n.d.). Our traditional knowledge of medicinal plants passed down from our fore generations such as *Nonu* (Indian mulberry) and *kava*, or *yaqona* (*Piper mytheisticum*) have been researched over the years and made into processed medicinal drugs for which the patent is granted to the industry or institution responsible for its invention. The message is clear from the examples given. "Ironically the very knowledge that forms much of the basis of "modern" scientific research and development is not regarded as a "science" " (GRAIN & Kalpavriksh, 2002, p. 2).

Local and indigenous communities are only seen as suppliers and providers of the raw materials while the industry gets the rights and profits, and reaps the benefits supposedly owed to the primary owners, holders and custodians of the local based traditional knowledge. Unsurprisingly, industries and multinational corporations are cutting "deeper and deeper inroads, with increasingly active support from governments, while the mechanisms to protect and strengthen the rights of communities are still experimental and weak" (GRAIN & Kalpavriksh, 2002, p. 3).

Let us now look at these mechanisms.

### **Protection of Traditional Knowledge – Legal Framework**

International organizations and agencies including the WIPO Intergovernmental Committee on Intellectual Property (IP) and Genetic Resources, Traditional Knowledge and Folklore (IGC) have over the years put in a concerted effort into drawing up a legal framework and defining boundaries and provisions for the protection of traditional knowledge. The *Convention on Biological Diversity* (CBD) extends its scope to include requirements to "respect, preserve and maintain knowledge, innovations and practices of indigenous and local communities embodying traditional lifestyles relevant for the conservation and sustainable use of biological diversity" (Ruiz, 2002, p. 17).

The United Nations (UN) Food and Agriculture Organization (FAO) through the International Treaty on Plant Genetic Resources for Food and Agriculture, aims to "ensure the conservation and sustainable utilization of genetic resources for food and agriculture as well as the fair and equitable sharing of benefits derive from their use, for present and future generations" (United Nations, 2001, p. 1).

Collaborated efforts of WIPO and the United Nations Educational, Cultural and Scientific Organization (UNESCO) on the protection of traditional, cultural expressions resulted in the development of the *UNESCO-WIPO Model Provisions* for national laws in 1982. These addressed the protection of expressions of folklore against illicit exploitation and other forms of

prejudicial action. UNESCO further undertakes extensive work on the preservation of cultural heritage (UNESCO Culture, 1999).

The World Health Organisation (WHO) program on Traditional Medicine defined Traditional Knowledge as "the sum total of the knowledge, skills, and practices based on theories, beliefs, and experiences indigenous to different cultures, whether explicable or not, used in the maintenance of health as well as in the prevention, diagnosis, improvement or treatment of physical and mental illness" (World Health Organization, 2000, p. 1).

An important development is the *WHO Traditional Medicine Strategy 2002-2005* (World Health Organization, 2002) which includes an activity of interest to us – the development of Traditional Knowledge digital libraries covering traditional medicine. The World Trade Organization (WTO) Council on Trade-Related Aspects of Intellectual Property Rights (TRIPS Council) has formulated guidelines relating to the protection of Traditional Knowledge, cultural expressions and genetic resources in the context of IP systems and CBD.

Given the activities of the various international institutions and agencies I have mentioned above, how legitimate and befitting are these to our local situation in the Pacific? The first meeting of regional legal experts in 1998<sup>3</sup> highlighted "the need for legal protection for Pacific Islands culture and defined common elements of Pacific Islands heritage."<sup>4</sup> A *Regional Framework* was drafted and later reviewed in 2002 in "response to calls from Pacific nations concerned about how to deal with increasing exploitation of their traditional knowledge and expressions of culture."<sup>4</sup>

The revised framework highlights the protection of Traditional Knowledge from commercial exploitation and while it supports the Intellectual Property legislation, it creates new community rights for Pacific Island countries.

There are two key approaches taken in the protection of Traditional Knowledge. One is the positive protection of Traditional Knowledge which is the use of legal mechanisms, such as the *Regional Framework* which I have mentioned above. Additionally, our Pacific Island states are at some point in having draft legislation on Copyright laws or legal documentation on Intellectual Property Rights.

The other key approach is defensive protection of Traditional Knowledge, which involves measures or a system in place to "ensure that other parties do not obtain IP rights over pre-existing" (World Intellectual Property Organization Program Activities, n.d.). An example is the formation of databases that can be used as proof of "prior art to a claim on a patent on such Traditional Knowledge" (World Intellectual Property Organization Program Activities, n.d.).

Whichever approach is taken, it is clear that the overall international guidelines for the protection for indigenous cultural and intellectual property is ill adapted in the Pacific. Papua New Guinea,

Tonga and Samoa "are committed to framing a specific system through the recasting of their national laws on copyright protection" (UNESCO Culture, 1999).

Palau and Vanuatu are considering a joint protection for copyright, and traditional and popular culture; and Fiji and FSM have taken some steps to amend their national legislation governing laws relating to IP and to incorporate specific measures to protect traditional culture and folklore. (UNESCO Culture, 1999).

Having said that, it now brings us to the question of what can we do to ensure the safeguard of our traditional knowledge from being exploited through commercial interests and endangered by misappropriation of this knowledge by outside researchers.

### **Management of Traditional Knowledge**

One of the key themes addressed by IFLA is "the need to protect indigenous traditional knowledge and local traditional knowledge for the benefit of the indigenous peoples as well as for the benefit of the rest of the world." (International Federation of Library Associations and Institutions, 2002).

The products of indigenous traditional knowledge include objects used in ceremonies and performances, artistic works and designs, songs, dances, stories and land management, including traditional means of hunting, fishing and making of herbal medicine. Our Pacific indigenous community is the vast storehouse of this knowledge. Although it does not lend itself to print, electronic or audio-visual means of recording, it is our role as librarians, archivists and curators of our Pacific community and as institutional members of PIALA to ensure its continuing preservation and access. I would like to redraw our attention to the protocols set by IFLA on Traditional Knowledge in which it recommends that libraries and archives need to

"Implement programs which collect, preserve and disseminate indigenous and local traditional knowledge resource" (International Federation of Library Associations and Institutions, 2002).

An example is the formation of electronic databases and digital libraries as government initiated projects for documenting knowledge. "In India, a Traditional Knowledge Digital Library (TKDL) has been set up to record details of medicinal plants ... . This allows "inventors" to make searches of the database to check if they can patent their product. WIPO has adopted this digital library as a model" (GRAIN & Kalpavriksh, 2002, p. 13).

Other protocols set by IFLA on Traditional Knowledge are:

“Make available and promote information resources which support research and learning about indigenous and local traditional knowledge, its importance and use in modern society.

Publicize the value, contribution and importance of indigenous and local traditional knowledge to both non-indigenous and indigenous peoples

Involve Elders and communities in the production of resources and teaching children to understand and appreciate the Traditional Knowledge background and sense identity that is associated with indigenous knowledge systems.

Urge governments to ensure the exemption from value added taxes of books and other recording media on indigenous and local traditional knowledge.

Encourage the recognition of principles of intellectual property to ensure the proper protection and use of indigenous traditional knowledge and products derived from it “ (International Federation of Library Associations and Institutions, 2002).

Undeniably, the Pacific society is richly embedded with implicit knowledge and skills that need to be organised, managed, preserved and shared universally by present and future generations. To fulfill this, it may be worthwhile to strengthen the already established institutions in the Pacific, such as the University of the South Pacific Library, to become a bastion of rich regional cultural heritage embracing both explicit and implicit knowledge that can be utilised and readily retrievable in various modes and formats of access. Or perhaps a formation of a consortium to formulate, discuss and strategise Traditional Knowledge Management programs befitting to the local indigenous communities of the Pacific. I challenge this PIALA conference to be the hope of our culture heritage where discussions on Traditional Knowledge begin!

I thank you Ladies and Gentlemen.

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**Notes**

1. Type of landowning unit in Fiji.
2. Formal sector – in this case, this related to the conventional bodies who research and develop plant genetic resources including both public and private bodies.
3. SPC/PIFS/UNESCO Workshop for Legal Experts on the Protection of Traditional Knowledge and Expressions of Culture (Noumea, February 26 to 28, 2001)
4. E-mail messages viewed by the author at <<http://lyris.spc.int/read/messages?id=17217>>.  
[Editors note: No public access is available to this WWW site. The message given by the web site is *This forum is hidden.*]

## Need to Do Research? Accessing EBSCO via PREL

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EBSCO Publishing indexes more than  
11,000 magazine and journal articles in:

Education  
Health  
Business  
Computing  
Current events and news  
Social issues

PREL offers free access to everyone in the U.S.-  
affiliated Pacific. Connect from any computer at  
home, work, or school via PREL homepage.

Visit PREL's homepage at <http://www.prel.org>  
Click on login under "Need to do research?"

### Need to do research?

Access thousands  
of journal articles  
free through PREL.

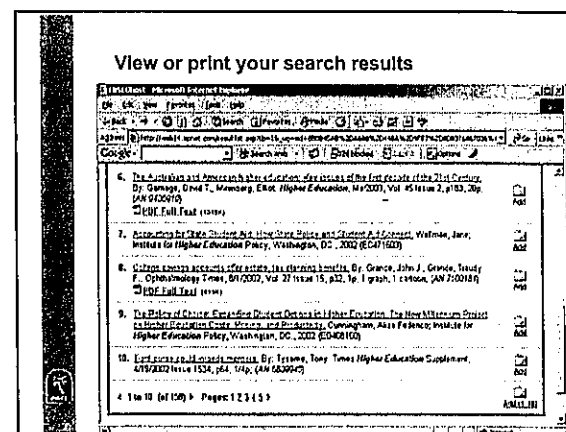
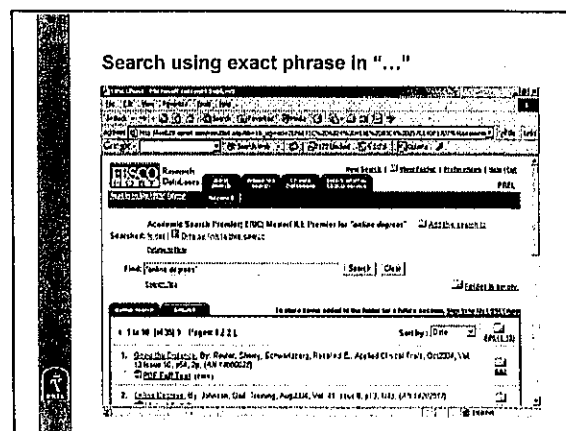
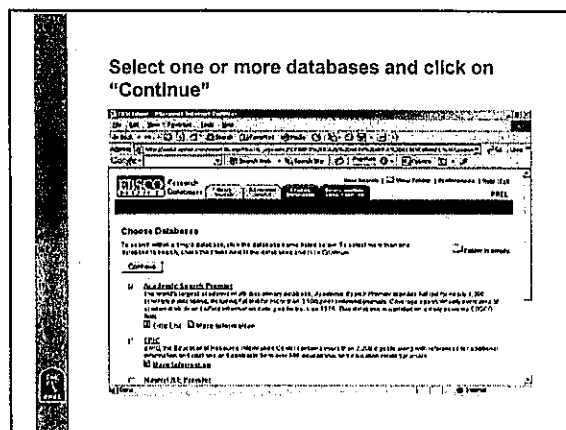
Information      Login

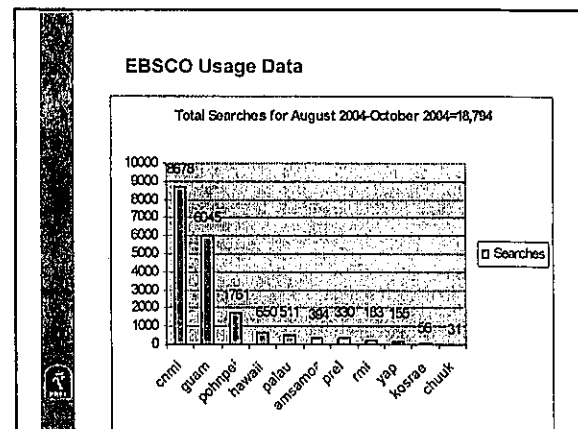
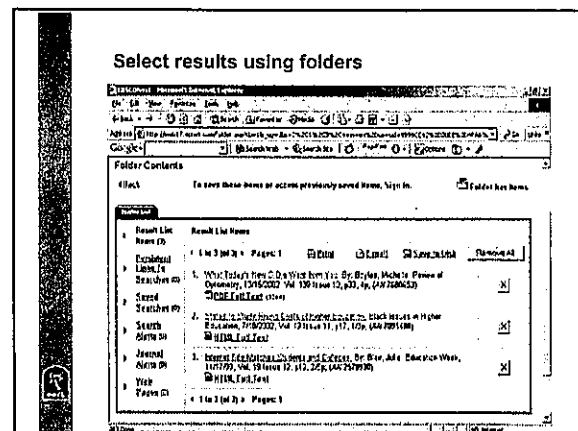
Type in your entity password \_\_\_\_\_  
in the "Patron ID" box then click on "Login"

The screenshot shows a web browser window with the PREL login page. At the top, there is a search bar and navigation links. Below that, a box contains the text: "Please contact PREL Service Center to obtain a password". Below this box is a "Patron ID" input field and a "Login" button. At the bottom of the page, there is a small disclaimer about the use of the service.

Use a password to indicate your entity:

*American Samoa:	amsamoa
*Chuuk:	chuuk
*CNMI:	cnmi
*Guam:	guam
*Hawaii:	hawaii
*Kosrae:	kosrae
*Pohnpei:	pohnpei
*Palau:	palau
*Marshall Islands:	rmi
*Yap:	yap





**How can I forward the results to my friend?**

### Review and receive results



## **Finding Consumer Health Information on the WWW**

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Consumer health information has become an area of important activity for librarians throughout the world. Historically, medical information was provided to patients only at the doctor's discretion. In 1973, the American Hospital Association first adopted the *Patient Bill of Rights*, advocating that "The patient has the right to and is encouraged to obtain from physicians and other direct care givers relevant, current and understandable information concerning diagnosis, treatment and prognosis" (American Hospital Association, 1973).

But, what is *consumer health information*?

Patrick and Koss defined consumer health information in 1996 as "any information that enables individuals to understand their health and make health related decisions for themselves and their families" (Patrick, 1996).

Providing access to consumer health information has grown in importance due to several factors, including:

- Patients are taking more responsibility and sharing in their health care decisions
- Health insurance costs are rising
- Doctors and allied health professionals are spending less time with patients
- Growth off technology and specifically the Internet in providing access to information.

With the growth of the Internet use, the World Wide Web (WWW) has become a vital source of medical information. The November 27, 2000 issue of *The Wall Street Journal* reported that "roughly 55 percent of all Web users have gone online to seek out health related information,

making the activity more popular than online shopping or searching for sports scores” (Wall Street Journal, 2000). Moreover, a 2002 report of the *Pew Internet and American Life Project*, found “that 52 million American adults relied on the Internet to make critical health decisions” (Fox, 2002, p. 4).

With all this interest in obtaining consumer health care information, it is imperative that people find reliable, current information to meet their needs. In the past few years, a number of research studies have been done evaluating the search skills, information gained and quality of health information on the Internet. Every one of these studies shows over and over again that the quality of health information on the Web varies tremendously.

For instance, in a 1997 study of advice given on a Web sites for the management of feverish children, the authors wrote “A systematic search on the world wide web for such parent oriented information retrieved 41 Web pages, but only four adhered closely to published guidelines for home management of childhood fever” (Impicciatore, et. al, p. 1875).

In a 1998 article by Eysenbach and others about evaluating Internet sites, the authors point out that “misinformation could be a matter of life or death” (Eysenbach, et. al, p. 1496). So, it is critical that consumers find information on the Internet that they can rely on.

To address this serious concern, when approaching the WWW, one quick way to is ask yourself a few questions about the information displayed. The following questions can serve as a guide to help in your evaluation:

- *Authority* – Who wrote the information on the Web page? Is contact information listed?
- *Reliability* – Are the original sources of information or research well documented and capable of being verified?
- *Bias* – Why was the page put on the WWW – to inform, give facts or data, explain, persuade or to sell you something? Good clue for commercial sites are those that end in *<.com>*. What is the source of funding for the Web site? Does the site automatically redirect you to advertising?
- *Currency* – Are the Web pages dated? Was the site updated recently?

As the Internet grew, the outreach efforts of the National Library of Medicine (NLM) also continued to grow. In the middle 1990's, NLM became very proactive in providing authoritative and up to date consumer and patient health information. One of its most important Web sites is MedlinePlus *<medlineplus.gov>*. The beauty of this Web site is that all the information provided is reviewed, reliable and in full-text. Additionally, there is no commercial advertising and there are many links to other government and non-profit organization's Web sites

Other NLM Web sites, as well as a selection of other reliable consumer health Web sites, are provided in my handout (see Appendix 1).

Thank you.

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## Appendix 1

### Finding Consumer Health Information on the WWW

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for the

PIALA 2006 Conference, Majuro, Marshall Islands  
November 17, 2004

### National Library of Medicine (NLM) Sites

MEDLINEplus® Trusted Health Information for You <<http://medlineplus.gov>>

A service of NLM to provide consumer health information on over 670 health topics. Also includes links to drug information, dictionaries, directories, lists of hospitals, clinical trials and other resources.

Household Products Database <<http://householdproducts.nlm.nih.gov>>

Easy to Read Health and Medical Sites

<[http://www.nlm.nih.gov/medlineplus/easytoread/all\\_easytoread.html](http://www.nlm.nih.gov/medlineplus/easytoread/all_easytoread.html)>

### Pacific Region WWW Sites

PREL *Pacific Resources for Education and Learning* <<http://prel.org>>

Free online access to EBSCO databases containing a wealth of free full text articles available to U.S. -affiliated Pacific Islanders. Enter your entity password, then select the Health link for health related databases.

University of Guam Clinical Digital Library <<http://uog-dl.slis.ua.edu/>>

The University of Guam RFK Library, part of the Clinical Digital Libraries Program, provides access to many full text consumer patient and family education materials.

### WWW Search Tools

**Internet Search Engines** Robots that search the Web using user-defined search terms.

Google <[www.google.com](http://www.google.com)> or Yahoo <[yahoo.com](http://yahoo.com)>

Can limit to specific type of Internet domain by adding **site:domain-type** to the search, as for example:  
**site:edu** for educational institutions and **site:com** for commercial sites

**Internet Web Directories** Products of human effort by selecting, organizing and annotating the sites.

healthfinder® - your guide to reliable health information <<http://www.healthfinder.gov>>

MEDWEB <<http://www.medweb.emory.edu/MedWeb/>>

Organized by broad subject areas and maintained by Emory University Woodruff Health Sciences Center Library with links to consumer health institutions, clinical practice and related topics.

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## Sampling of Other WWW Sites

American Medical Association Atlas of the Body

**<<http://www.ama-assn.org/ama/pub/category/7140.html>>**

Alternative Medicine **<<http://www.pitt.edu/~cbw/altm.html>>**

Maintained by Charles B. Wessel, a medical librarian at the University of Pittsburgh Health Sciences Library, this sites provides sources of information on unconventional, unorthodox, unproven, or alternative, complementary, innovative, integrative therapies.

Center for Disease Control and Prevention **<<http://www.cdc.gov>>**

United States site for information about diseases and traveler's health advisories.

familydoctor.org **<<http://familydoctor.org>>**

Health information for the entire family from the American Academy of Family Physicians

About Herbs, Botanicals and Other Products **<[www.mskcc.org/aboutherbs](http://www.mskcc.org/aboutherbs)>**

Although designed with the cancer patient in mind, has scientifically based consumer information.

KidsHealth (Nemours Foundation's Center for Children's Health) **<<http://kidshealth.org/>>**

Lab Tests Online **<<http://www.labtestsonline.org/>>**

A site developed by clinical laboratory professionals to help the public understand lab tests that are part of routine care or used in diagnosis and treatment.

National Women's Health Information Center **<<http://www.4women.gov>>**

NOAH: New York Online Access to Health **<<http://www.noah-health.org/>>**

*Next Steps After Your Diagnosis - Finding Information and Support.*

**<<http://www.ahrq.gov/consumer/diaginfo.htm>>**

Excellent health information literacy paper from the U.S. Agency for Healthcare Research and Quality.

Nutrition.Gov **<<http://www.nutrition.gov/>>**

A United States federal resource providing access to all online federal government information on nutrition, healthy eating, physical activity and food safety.

PubMed **<<http://www.pubmed.gov/>>**

Over 15 million citations and abstracts in more than 4,800 professional medical and life science journals, with links to some full text articles

Quackwatch, Inc. **<<http://www.quackwatch.org/>>**

Although the site claims there is no "science" to alternative medicine, it can be used to gather background information on questionable treatments.

U.S. Public Health Service. Reports of the Surgeon General

**<<http://www.surgeongeneral.gov/library/reports.htm>>**



## Three A's for PIALA

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*College of Micronesia - Federated States of Micronesia*  
*Palikar, Pohnpei,*  
*Federated States of Micronesia*

First allow me to pay respect to our traditional leaders and acknowledge our distinguished guests who have honored us all today with their presences today. I want to acknowledge our Traditional political and government leaders; the Director of the Kosrae Department of Education, Henry Robert; the College of Micronesia - Kosrae Campus Director, Kalwin Kehpas; our PIALA President, Imengel Mad, members of the PIALA Board, off-island guests and presenters.

Fellow PIALA members and friends – Good Afternoon!

It is with deep regret and a great sense of disappointment that I am unable to be with all of you for this year's conference in Kosrae. The annual PIALA conference has always been a very informative and enriching professional experience for me and also a lot of just good old fashion fun! So I will miss both the enrichment and the fun!

I attended my first PIALA meeting in Kosrae in 1998, so when this year's conference organizers asked me to be Keynote speaker, I was most humbled to be given this honor and was eager for the opportunity to return to Kosrae for this year's conference – in a sense a PIALA *homecoming* for me!

And although I will not be in Kosrae to participate in this year's conference, I am especially pleased and honored that Iris Falcam, the librarian for the Micronesian Pacific Collection at the College of Micronesia-FSM has agreed to honor me and deliver my address to you today.

In my mind, Iris is the *first lady* of libraries in the FSM. And it is with great respect that I thank her today for agreeing to represent the College of Micronesia - FSM and me. I also know that Iris will most likely want to just leave the previous sentence out, but I have you all as my witnesses and hope she will not!

Those who know me well are aware that I am a *bit of a talker* and never one to pass up an opportunity to give my *two cents* worth. Therefore, I feel privileged to be extended this opportunity today to share with all of you some thoughts, reflections and challenges I see ahead for PIALA.

I am not a professionally trained librarian ... my credentials are in Sociology, Elementary Education, and Educational Administration. However, I have been involved in library development since I arrived in Micronesia 30 years ago as a young Peace Corps volunteer, serving in Ulithi atoll in the outer islands of Yap. In the past decade, with the help of many of you sitting and listening today, we have worked collaboratively to make significant developments and enhance libraries, museums and archives locally and across the region. This involvement and my former role as the Director of the Learning Resources Center at the college have given me the opportunity to participate, to learn and to assist – especially with the development of libraries. And I delightfully add that my work with all of you has allowed me to become professional colleagues and friends with a wonderful group of people across the Pacific.

A lot of progress and developments in libraries and archives have taken place over the course of the existence of PIALA and certainly since my first PIALA meeting back in 1998.

Information technology equipment, electronic information resources and document delivery systems have been introduced to many of our libraries in Micronesia and the surrounding regions through the Gates Foundation and United States Institute of Museum and Library Services (IMLS) funded grants. Many of our libraries now have electronic online public access catalogs. Digital projects such as the University of Hawaii *Trust Territory of the Pacific Islands Photo Archives* <<http://libweb.hawaii.edu/digicoll/ttp/tpi.html>>, the Palau National Museum photo and artifacts collection, and the Micronesian Seminar *MicSem Photo Albums* digital photo essays <<http://www.micsem.org/photos.htm>> have increased our access to historical information and unique resources.

New school libraries have been started while old ones revived. Staff development opportunities were made available through IMLS grants, Pacific Resources for Education and Learning (PREL) grants and projects, and most recently the development of a new Associate in Library Studies degree being offered by Palau Community College. A new IMLS grant spearhead by PREL librarian and PIALA member, Franda Liu, in collaboration with the University of Guam (UOG) and the University of Hawaii at Manoa will provide additional training to staff in the region this upcoming year.

In early years of PIALA, an interlibrary loan arrangement was initiated. This arrangement has received continued support for low cost interlibrary loans and has been expanded to include document delivery through the ARIEL software system.<sup>1</sup> In the FSM, we are especially grateful to our PIALA partner regional institutions such as the libraries in the University of Guam and the University of Hawaii for the support that allows our researchers to get up to date information

resources in a timely and affordable manner. The Secretariat of the Pacific Community (SPC) Library has also been a helpful source of information and support.

Over the last five years, we have also continued and expanded regional contacts with our neighbors in the Pacific – PARBICA (Pacific Regional Branch International Council on Archives), the Hawaii Library Association, the University of the South Pacific, SPC, the Australian Library Association, the Australian Association of School Libraries and the Australian Society of Archivists. Internationally, our PIALA member libraries and librarians have continued association with the International Federation of Library Associations and Institutions (IFLA) through the efforts spearheaded by Arlene Cohen of the University of Guam Robert F. Kennedy Memorial Library. Several of our libraries have also become members of international associations such as the International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSLIC), the International Association of School Librarianship (IASL) and the Australian School Library Association. I want to congratulate all of you for the individual efforts, team initiatives and regional efforts to advance library, archives and library services to the people in our communities.

For those of you in the audience today who may not be as familiar with the work of PIALA, I think you can tell this is a very active and impressive group deserving of your support and recognition. Please may I ask for round of applause for them in recognition of their efforts and accomplishments.

Now, before you all get too sleepy after having had a wonderfully filling Kosraean lunch, I will launch into my reflections on the theme of the conference *Learning Today and Resources for Tomorrow*. I would like to touch on three topics. I will call them the three *A's*.

The first is *A* for *Access*

In a 1995 article in *American Libraries*, Michael Gorman wrote the “New Laws of Librarianship.” There are five –

1. Libraries serve humanity
2. Respect all forms by which knowledge is communicated
3. Use technology intelligently to enhance services
4. Protect free access to knowledge
5. Honor the past and create the future (1995, p. 784-785).

When I was in elementary school our public library ran a summer reading program that hooked me on books and libraries – and my memories of that library are of friendly librarians, a welcoming atmosphere, and an overwhelming choice of books to borrow – it was a bit of heaven on earth.

As a teenager, my high school's library was a new, well designed, bright room. It had a good number of well chosen books and resources and a librarian with excellent credentials. But I rarely used it – as a matter of fact, I avoided going there. The place was always too neat, the librarian unfriendly and watchful, the atmosphere unwelcoming and uninviting. I was almost afraid to touch a book on the shelf unless I had a little piece of paper with the exact call number, full title, author and copyright year printed down precisely so I could retrieve the desired book in the speediest of time.

When I went to the library, I tried desperately to get in and out as fast as possible to avoid an inquisition by the hovering librarian who followed us around. She often looked like she would strike me down with a curse if I dared to mess up her shelves. I'm serious! So, I preferred to take the long walk to my old public library to get my books and do my research, rather than face a bit of hell on earth and the devil high school librarian herself.

My point – access to information held by libraries, archives, museums and their resources is much more than the number of books or documents in the collection, the number of computers, the number of staff members and the hours of operation available to users – it's about the service and the atmosphere. It's about laws of librarianship number one, librarians serving humanity.

It is not an easy task to balance between making sure that we are protecting a good collection of books and documents, our new computers, or those rare photos while also creating that welcoming atmosphere that makes our users feel like coming back and using resources. This is especially challenging in our libraries that have limited funding and can not afford technology that provides alarms when materials are being removed without being properly checked out.

Nonetheless, we must be cautious that in our desire to protect our collection of resources of today for the users of tomorrow that we do not become too protective. We need to continue to provide access to today's resources in a way that keeps the focus on serving our patrons and does not lose sight of Gorman's first Law of Librarianship, *Libraries serve humanity*.

The Internet and the Web has changed the role of the library as a repository for traditional print collections and has expanded the role to providing access to a great wealth of electronically stored information. That information comes from all corners of the world and is available to library users from a computer station with access to the World Wide Web. However, this access is not a guarantee. The cost of Internet access for many libraries in the Pacific region continues to remain high and actually in many places in the Pacific **limits** our user's access to information.

I urge PIALA to continue to be a voice for affordable Internet rates for libraries and schools. It simply does not seem fair that schools and libraries in many areas of the Pacific are charged the same Internet usage rates as commercial enterprises as banks and for profit business! High Internet costs create a digital divide in many places in the Pacific. This issue touches on

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Gorman's fourth Law of Librarianship, *Protect free access to knowledge*. I urge PIALA members to continue to speak out for affordable Internet rates for our libraries and schools.

Information technology has changed libraries. Collections have expanded into digital formats and the methods of accessing these digital collections have evolved, but the relationship between collections and users with librarians as the mediator remains. In many of your libraries, the librarian continues to provide an important link between the needs of the user and the information.

For the uneducated person who has not learned to read, an *A* (the letter) is just three sticks arranged together into a funny shape. Likewise, to a library user not familiar with computers and Internet, that computer is just a box with a wire attached. As our older patrons and young students come to our libraries, we are challenged to provide them the training and support they need to access our electronic information resources.

I would ask that PIALA and its members put a priority in their strategic plans, goals and activities to design, develop and implement programs that train library personnel to create and conduct user training programs suitable to the communities they serve. We must encourage those users unfamiliar with technology to join training sessions and make use of electronic information resources, thus assuring access to the wealth of information available to them. If we do not take on this challenge, then we in one sense do not serve Gorman's fourth Law of Librarianship, *Protect free access to knowledge*.

Let me now shift to the second part of this year's conference theme – *Learning for Tomorrow*.

When I read the theme, the thought that immediately came to into my mind was the very important role – but not necessarily listed as part your job descriptions or duties – that many librarians and archivists across the region have. This is especially true of those librarians who work in small, isolated and remote islands and villages. Along with your day to day duties and responsibilities, you most likely are also on the lookout and have a sharp eye out for resources that will be of value in the future – for the *learning of tomorrow*.

At this moment, on every island and in every village across the Pacific, there are countless documents, diaries, personal letters, book collections, photos, journals, memoirs, scrapbooks, carvings, cultural artifacts, and school and office records that are being discarded as junk, or stashed away in some cabinet or box to serve as termite food. Who should be rescuing these and passing them on to be preserved?

The Micronesian Seminar in Pohnpei over the past year or so published a series of digital photo essays focusing on Micronesia during the decades of the 1940's, 1950's, 1960's and 1970's. The essays used photos from various collections stored in libraries, archives and personal collections in Micronesia, Hawaii, Guam and the United States.

What should we in the Pacific be collecting and preserving now for the school children of the future year 3,005 so they can study and learn about our islands, our culture, and the people who lived in 2005? The Director of Micronesian Seminar, Fr. Francis Hezel has repeatedly called on all of us to be collectors of historical materials. He has strongly encouraged us to make every effort to gather them or see that they are passed on properly to a library, archive or museum that can best keep them for our future use.

This is not just the work of our archivists and museum curators, all of us must be proactive about identifying resource materials we find in our day to day surroundings that will have some future value. We must collect those materials ourselves and guide them to a place where they can be stored and preserved with an eye to the learning for tomorrow.

My second *A* to discuss today is *A* for *Accreditation*.

I am referring to accreditation here as staff development – the earning of degrees and credentials by our staff. From the data collected through the Institute of Museum and Library Services grant project conducted in 2001 in the Federated States of Micronesia (FSM), only one FSM citizen had earned a Library and Information Science degree. Today, there are none, although I am aware of two young women who are reportedly now in programs.

That is not to say there are no skilled librarians or archivists. There is a cadre of highly skilled and effective librarians in the FSM, as is probably the case in the other Pacific Island nations represented here today. They have gained their skills on the job and through workshops rather than formal degree programs. This group of very hard working and knowledgeable people are often classified as *clerical assistants* or *library assistants* while doing the job of professional librarians, archivists and museum curators who would need to be holding a Master's degree in other countries.

We must work with our regional institutions of higher education to assist us to offer relevant, affordable and accessible degree earning programs for our current staff, and to recruit and train the next generation. These programs must lead to the completion of an accredited program in Library and Information Science at various paraprofessional and professional levels.

Currently, the University of the South Pacific offers an excellent program through distance education that allows students/librarians in member countries the opportunity to earn library credentials while in their islands. Recently, Palau Community College initiated an Associate's degree in Library Studies to meet the needs for training school librarians.

Let us call upon the other major institutions of higher education in the region, the University of Hawaii and the University of Guam to extend opportunities and develop programs in collaboration with the community colleges in the region that will allow for library staff to earn credentials at the Associates level as library technicians, at the Bachelor's level, and at the Master's level in Library and Information Science or the equivalent.

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In my research of library programs offered through the United States educational system, one program I found was offered through Costa Community College in California. They offer an Associates degree program that earns the student a degree as a Librarian Technician. There is a minimum number of on campus contact hours. Costa Community College has aligned and articulated their program with a Bachelor in Library Science program offered by the University of Maine through distance education. The University of Maine program is aligned with a fully accredited American Library Association recognized on-line Masters in Library Science with an institution in Florida.

Could a similar model be developed for our region with ties to institutions of higher education closer to home such as the University of Hawaii and University of Guam? Could the University of Hawaii at Manoa's School of Library Science provide an opportunity for a cohort of library professionals from across the Pacific to enroll in a tailored graduate program there that would be offered through a combination of intensive summer sessions on campus and through distance education during the regular sessions? Can the Palau Community College program be articulated to a Bachelor's degree program offered by another institution? Please let us in PIALA and those of you from these institutions work together to find practical and affordable solutions to address the critical need for staff development training in the region.

Building a dedicated, skilled and well trained staff for our libraries, archives and museums to sustain and continue the developments and accomplishments realized over the last two decades is crucial. Providing accredited training to current staff and recruiting and training new staff can not wait. I beg PIALA to put staff development at the forefront of its goals and activities for the next couple of years.

Now, the very last *A*. This will be quick! The last *A* for *Advocate*!

According to the *American Heritage Dictionary of the English Language*, the verb advocate is defined as to "recommend." The noun form is an advocate or "A person who pleads in another's behalf" (1978, p. 19).

That's us, PIALA members. We are advocates. We advocate!

In the words John F. Kennedy, a President of the United States, "Things do not happen. Things are made to happen."

PIALA and its members have a 15 year history of advocating and making things happen to improve libraries, archives and museums. I urge all of you with your heart and strength to continue to make things happen by being strong advocates.

To our community leaders with us here today. Astronomer and popular science writer Carl Sagan in reflecting on the role of libraries wrote, "I think the health of our civilization, the depth

of our awareness about the underpinnings of our culture and our concern for the future can all be tested by how well we support our libraries.”

I beg you to give the libraries, archives and museums in Kosrae, the FSM, and the Pacific region your attention and support.

In closing, I want to sincerely thank you for the honor and opportunity to give my *two cents* today.

I wish all of you a rich, rewarding, and as always thoroughly enjoyable 15<sup>th</sup> Annual PIALA Conference!

## References

Gorman, Michael. (1995). “Five New Laws of Librarianship.” *American Libraries*, 26 (8), 784-785.

Morris, William, editor. (1978). *American Heritage Dictionary of the English Language*. Boston, Massachusetts: Houghton Mifflin.

## Note

1. Infotrieve’s Ariel® is a Internet based document transmission system using both the FTP and MIME E-mail standards <[http://www4.infotrieve.com/products\\_services/ariel.asp](http://www4.infotrieve.com/products_services/ariel.asp)>.

## Overview of U.S. Government, United Nations and FAO Documents on the WWW

Atarino Heileisar  
*Library Technician*  
*College of Micronesia - Federated States of Micronesia*  
*Learning Resources Center*  
*Palikar, Pohnpei,*  
*Federated States of Micronesia.*

The presentation gives an overview of available information on the World Wide Web from the United States Government Printing Office (GPO), the United Nations (UN) and the Food and Agriculture Organization (FAO) that are useful to librarians, teachers and researchers today.

The United States Government *GPO Access* Web site at <[www.gpoaccess.gov](http://www.gpoaccess.gov)> has many links available providing detailed information on the three branches in the United States government, and the official online version of legislative and regulatory information. An excellent source for children is *Ben's Guide to U.S. Government for Kids* <<http://bensguide.gpo.gov/>>, an educational component of *GPO Access*. Some of the topics on *Ben's Guide* include *About Ben*, and the learning tools for different grade levels, parents and teachers. *Ben's Guide* is just one example of how one can use *GPO Access* to obtain resources to support teaching and to carry out civic responsibilities.

The *GPO Access Multi-Database Search* <<http://www.gpoaccess.gov/multidb.html>> allows users to simultaneously search databases containing Congressional bills, documents and records, United States budgets and the United States Code. The *Catalog of U.S. Government Publications* <<http://catalog.gpo.gov/F>> includes a search box and allows searching for the title, author, subject or keywords to find a documents.

Another important resource is the U.S. Consumer Product Safety Commission Web site <<http://www.cpsc.gov/>> providing information on product recalls including reports on unsafe products.

For international information, the United Nations Web site <[www.un.org](http://www.un.org)> includes information on the member states of the United Nations and the dates that each nation joined, the *Universal*

*Declaration of Human Rights* <<http://www.un.org/rights/>> in English, as well as several different languages, and a wealth resources dealing with the UN and its work..

The Food and Agriculture Organization of the United Nations Web leads international efforts to defeat hunger. The Web site <[www.fao.org](http://www.fao.org)> provides information on the leading roles of the FAO, as well as pictures and links to information that can be useful in classrooms for teachers. One such example is *Feeding Minds, Fighting Hunger* <<http://www.feedingminds.org/>>, a source of lessons which are designed to help equip and encourage teachers, students and young people all over the world to actively participate in creating a world free from hunger.

The WWW sites discussed are targeted to teachers, librarians and researchers mainly in the Pacific region who need more information about the United States Government, the UN, and the FAO for classroom and patron access. Since the College of Micronesia - Federated States of Micronesia Learning Resources Center houses the three depositories: United States Government documents, United Nations documents and documents of the Food and Agriculture Organization, we will continue to ensure providing current materials from these three important resources to the Pacific islands community.

Thank you.

## **Pohnpei Public Library Bookmobile Program**

Carmina Lihpai, *Head Librarian*  
and  
Lester Ezekias, *Assistant Librarian*  
*Pohnpei Pubic Library*  
*Kolonia, Pohnpei*  
*Federated States of Micronesia*

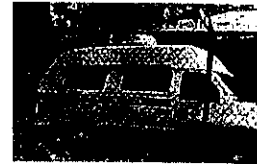
### **Bookmobile Program**

- Outreach program
- Lending books out of a truck in the rural areas where there is a lack of permanent libraries
- Provide services to those who can hardly access the Pohnpei Public Library



### **Our Bookmobile History**

- Started In 2000
- Donated by the Bank of the Federated Sates of Micronesia
- Shelves fixed by College of Micronesia - Pohnpei Campus Vocational students



### **Should Prepare**

- Check in/out format
- Membership cards
- Barcode
- Monthly Calendar
- Copies of rules/regulations

### **Time**

- Recess time
- Lunch time
- After school

### Person or Dept. to Notify

- Have the Director of Dept. of Education know about your services
- Schools
- Identify a Contact person in each school

### Current Service

- Three times a week
- Serve 6 schools



### Problems Encountered

- Lack of space
- Lack of staff
- Irresponsible Contact person
- Flexible schedule

# Library of Congress Subject Headings for the Pacific Islands

Nancy Sack  
*Catalog Librarian*  
*Collection Services*  
*University of Hawaii Library*  
*Honolulu, Hawaii*

## Purpose of the Project

To compile a list of subject headings  
relevant to Pacific islands

To encourage submission of additional  
subject headings to LCSH

## Scope of the Project

Geographic region covered

Melanesia  
Micronesia  
Polynesia

Exclusions

Hawaii  
New Zealand

most flora and fauna  
underwater features



## Methodology

Print LCSH (26th ed.)

Weekly updates

Future annual updates



## Format

Mimic print LCSH

USE, UF, BT, NT, RT, scope notes

*May Subd Geog*

Subdivisions

Ethnic groups Yapese (Micronesian people)--Fishing.

Languages Chamorro language--Dictionaries--English.

Places Kosrae (Micronesia)--Description and travel.

## Results

Coverage of various geographical regions is uneven.

Possible reasons for disparity:

- Literary warrant
- Collection strengths
- Cataloger diligence

## What Can You Do?

Verify that subject heading does not exist.

<http://authorities.loc.gov/>

(If it does exist but it's not on your list, please let me know!)

Propose the needed subject heading.

## SACO

Subject Authority Cooperative Program of PCC

Goal is to augment and fill gaps in LCSH



## What is a Subject Funnel?

Your libraries



Library of Congress

<http://www.loc.gov/catdir/pcc/saco/hawaiiifun.html>

## How to Create a Proposal

Follow LC guidelines (whether they make sense or not)

Follow existing patterns, when they apply

Fit new heading into the hierarchy using broader terms

Consult SACO Participants' Manual at [http://www.loc.gov/catdir/pcc/saco/saco\\_manual.pdf](http://www.loc.gov/catdir/pcc/saco/saco_manual.pdf)

## Subject Proposals

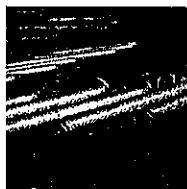
MARC organization code



<http://www.loc.gov/marc/organizations/orgshome.html>

## Subject Proposal Process

Web form submission to LC  
Tentative list  
LC weekly editorial meeting  
Approved list  
Distribution



## Examples of Proposals

Maxims, Marquesan  
Based on pattern for Maxims,  
English

Art, Guamanian  
Based on pattern for Art, French

Art, Guamanian

010	fa sh2003003658
040	fa HU fb eng fc DLC
150	fa Art, Guamanian
450	fa Guamanian art

Some literary genres  
established for English

[illegible]

## Examples of Proposals

Wuvulu language  
Requires research in  
standard reference sources,  
e.g., *Ethnologue*

<http://www.ethnologue.com>

Ethnophysic 2017,

# L a n g u a g e s



## Wuvulu Language

010    1a sh2002005317  
040    1a HU 1b eng 1c DLC  
150    1a Wuvulu language  
450    1a Aua-Wuvulu language  
450    1a Vuvulu-Aua language  
450    1a Wuvulu-Aua language  
550    1wg 1a Melanesian languages  
551    1a 1b Papua New Guinea 1x Languages  
670    1a Work ref: Harned, J.A. Elements of Wuvulu grammar, c1999; 1b 3, etc. (Austronesian  
670    1a 1x language; descendant of Proto Western Admiralty branch of Proto Oceanic language)  
670    1a Ethnologue, Dec. 27, 2001 1b (Wuvulu-Aua, a language of Papua New Guinea; alternate  
670    1a Lang. area: Pacific area, 1981; 1b map 14 (Wuvulu-Aua)  
670    1a Ruhlen world lang.; 1b p. 349 (Wuvulu)  
670    1a Voegelin lang.; 1b p. 11 (Wuvulu)

## Examples of Proposals

Nukumanu Atoll (Papua New Guinea)  
Requires consulting the GEOnet  
Names Server

<http://earth-info.nga.mil/gns/html/>



## Nukumanu Atoll (Papua New Guinea)

010	1a sh2002009882
049	1a HU 1b eng 1c DLC
151	1a Nukumanu Atoll (Papua New Guinea)
451	1a Niumannu (Papua New Guinea)
451	1a Nukumanu (Papua New Guinea)
451	1a Nukumanu Islands (Papua New Guinea)
451	1a Tasman Islands (Papua New Guinea)
550	1wrg 1a Islands 1z Papua New Guinea
670	1a Work cat.: Medical and spiritual healing on Nukumanu, 1987; 1b p. 1. (Nukumanu is an island in Papua New Guinea's North Solomons Province)
670	1a GEOnet, Sept. 6, 2002 1a (Nukumanu Atoll; variants: Tasman Islands; Nukumanu Islands; Niumannu; short form: Nukumanu; Isl, Papua New Guinea; 04°30'S 159°29'E)
670	1a Pacific Islands yearbook, c1994; 1b p. 562 (Nukumanu, largest of the Nukumanu (Tasman) Islands)
675	1a Web. geog.
781	0 1z Papua New Guinea 1z Nukumanu Atoll

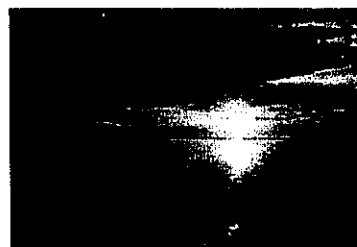
## You Are the Experts

Few libraries around the world collect publications about the Pacific.

Only a handful propose new headings.

You can help improve access to these important resources.

## Questions?



Harvey Lee  
Program Specialist  
Pacific Resources for Education and Learning  
Honolulu, Hawaii

*Pacific Resources for Education and Learning*  
Honolulu, Hawaii

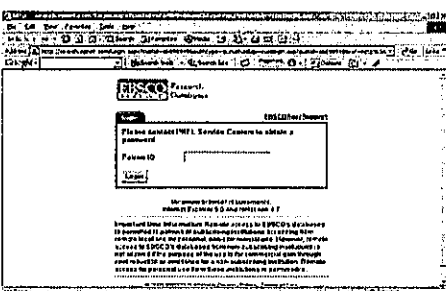
1. Understanding the Disease
2. EBSCO
3. Stat!Ref

- HIV is the virus
- AIDS is the syndrome from the virus
- White Blood Cells
- Injuries
- Drug Use
- Relationships

**Connect from any computer at home, work, or school via PREL homepage.**

[illegible]

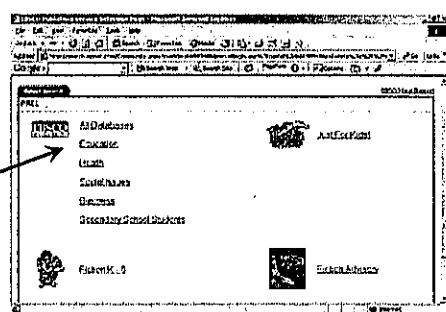
Type in your entity password  
in the "Patron ID" box then click on "Login"



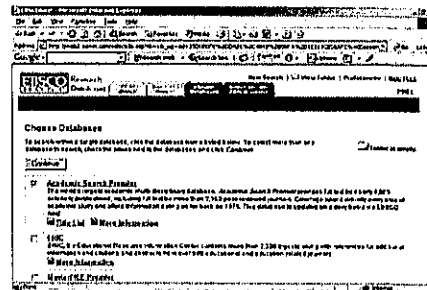
Use a password to indicate your entity:

*American Samoa:	amsamoa
*Chuuk:	chuuk
*CNMI:	cnmi
*Guam:	guam
*Hawaii:	hawaii
*Kosrae:	kosrae
*Pohnpei:	pohnpei
*Palau:	palau
*Marshall Islands:	rmi
*Yap:	yap

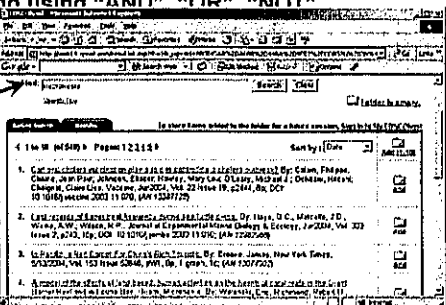
Click on one of the topics



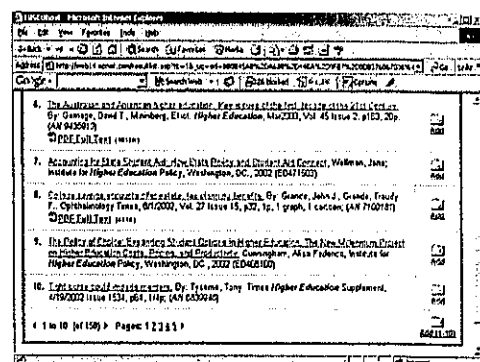
Select one or more databases and click on  
"Continue"

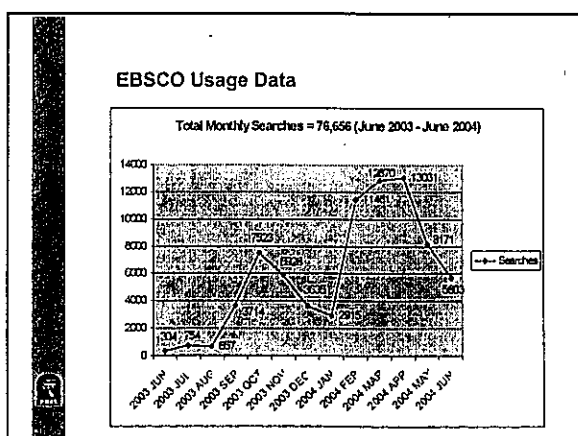
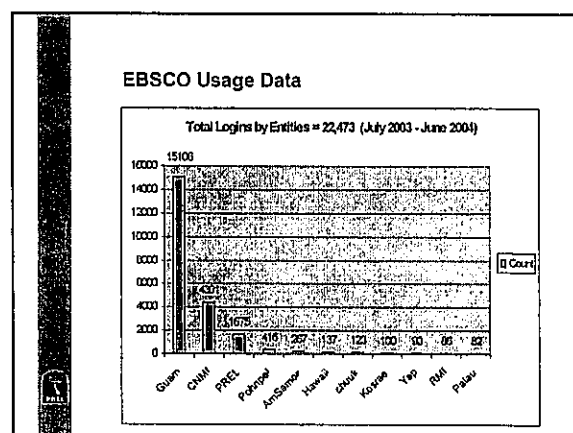
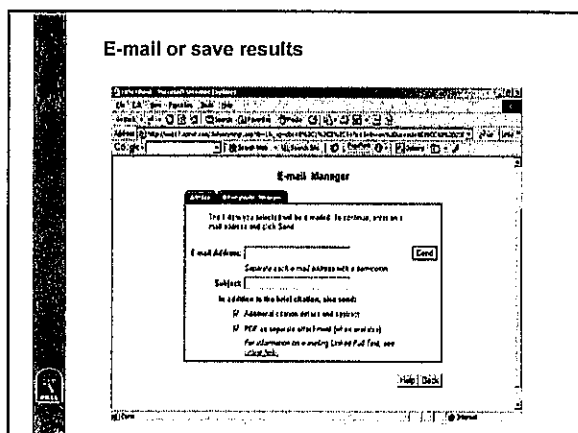
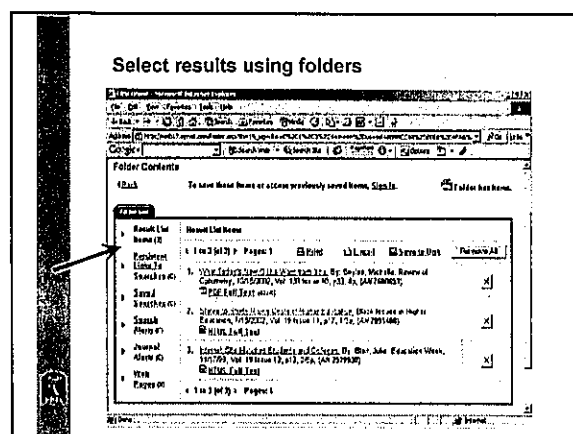
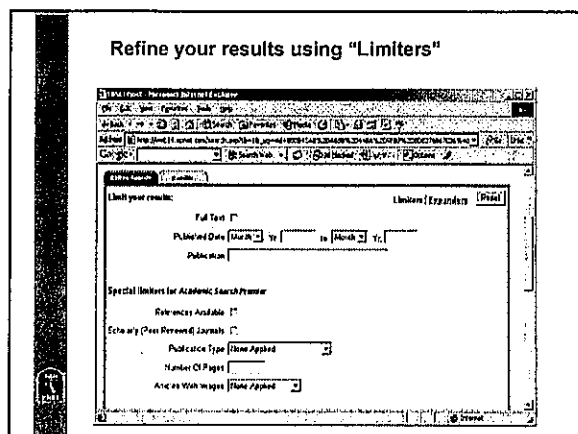


Type in a search term in the "Find" box and  
click on "Search"  
Can also search using exact phrase in "..."  
and using "AND" "OR" "NOT"



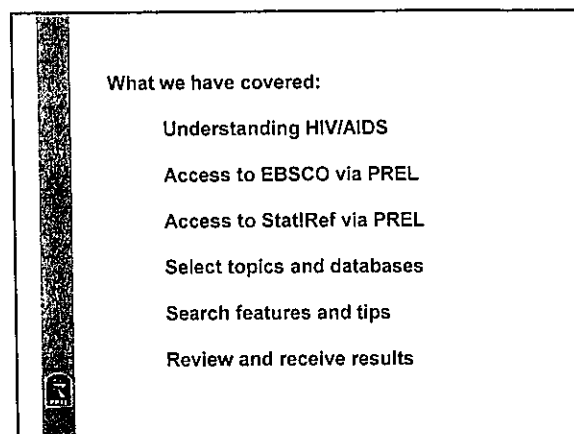
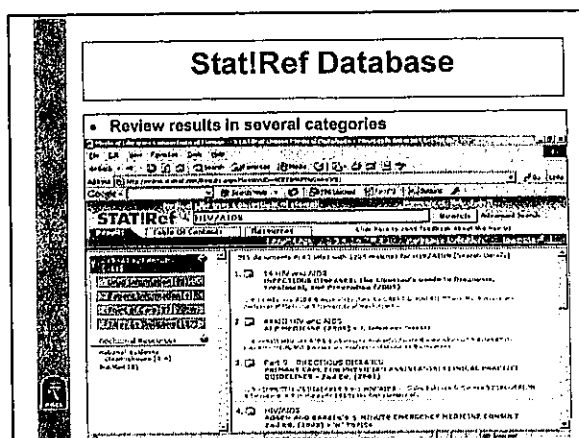
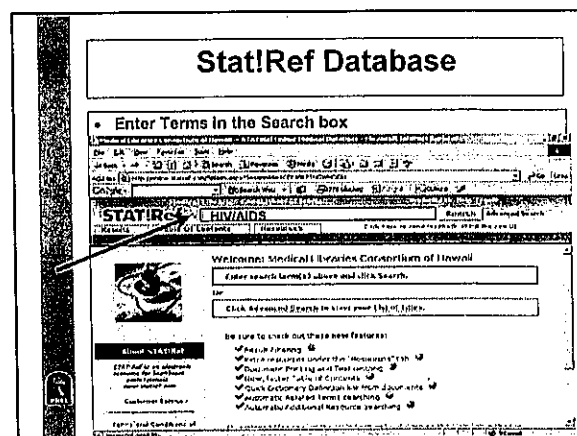
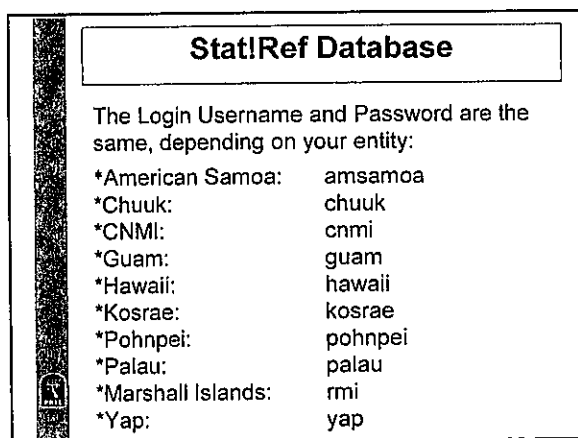
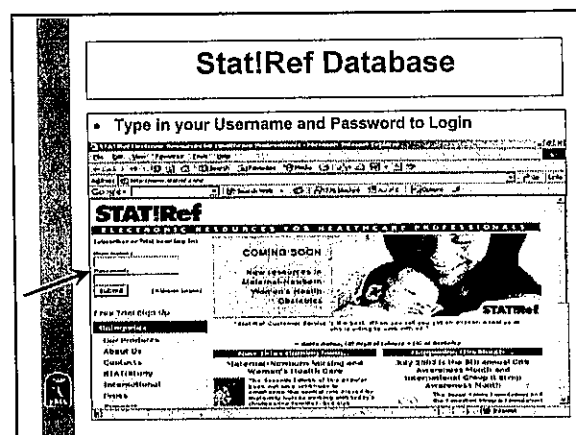
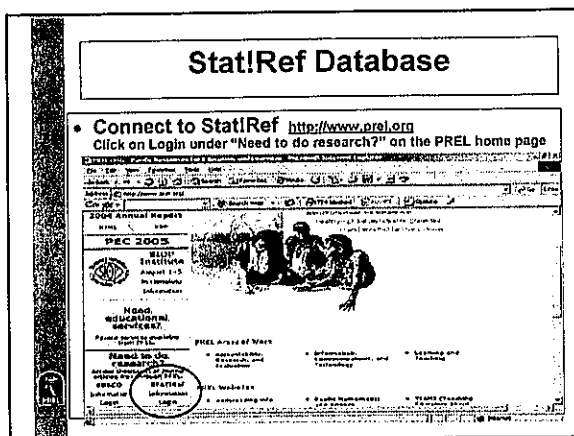
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## **Implementing a Win -Win Model in Library Technical Services: A Case Study**

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### **Introduction**

A couple weeks ago, Brigham Young University-Hawaii (BYU-Hawaii) celebrated its 50<sup>th</sup> Anniversary. Situated on the north shore of Oahu in a town called Laie, BYU-Hawaii has grown to be an excellent undergraduate institution of higher learning. From its humble beginnings in 1955, a library was established. Within the walls of an old army barracks building, Dr. Kenneth Slack began the process of acquiring, processing and establishing a library collection. Fifty years later and more than 200,000 volumes fuller, the Joseph F. Smith Library is a growing and viable undergraduate library serving a student population of about 2,400. The Technical Services Department has five full-time staff, three of which are librarians, and one thirty-hour employee. Eleven student employees are also part of the staff and are able to work 19 hours per week.

In the Technical Services Department, an opportunity to look introspectively at all aspects of our department occurred at the turn of the 21<sup>st</sup> century. As is with any change, a catalyst is often the reasoning behind change. This is best described in the words of the Head of Technical Services at BYU-Hawaii, Marynelle Chew when she said,

“We wanted to be more efficient. Second, we wanted to fully utilize and develop our own staff so they don’t get bored and go away. And thirdly, we had lost a cataloger person and we were going to be without a cataloger for a while.”

This catalyst for change has wrought great results. The intent of this paper is to explain the methods of training, reallocating positions, using student trainers, and shifting and retraining workers with a little experience into positions requiring higher skills. The paper contains responses from interviews conducted with four Joseph F. Smith Library personnel: Marynelle Chew, Head of Technical Services; Dr. Douglas Bates, University Librarian; Margie Tuttle, a Technical Services employee and Jeffrey Potter, an intern. Finally, this paper will demonstrate how the combination of analysis and employee’s sacrifice resulted in a quality experience for all.

Quality work – as well as quantity – got done. Moreover, from this experience individuals emerged highly skilled, better prepared for future work experiences and in some instances, may end up valuing and desiring education beyond the baccalaureate.

In studying the situation at the John F. Smith Library, it was clear we had to look for ways to be efficient. We looked at work flows and personnel, and took inventory of the different areas in Technical Services and those serviced by them. Our evaluation led us to make the following recommendations to the Smith Library administration:

- Upgrade positions
- Physically rearrange areas in Technical Services to help the flow of work and minimize cross-over of work processes
- Bring in copy catalogers from our sister institution to minimize the growing backlog due to a vacant catalog librarian position
- Encourage the use of students as trainers
- Whenever possible, encourage the use of volunteers and interns

I will now discuss each of these recommendations.

### **Upgrading Positions**

Upgrading a Library Technician position to a Copy Cataloger position just made sense to us. Marynelle Chew, Head of Technical Services had this to say,

“We have particular staff, including Margie Tuttle, who really wasn’t used to her full potential. Very bright woman, had been there for many years, knew the collection inside and out. It was time for her to move beyond the olden days of the card catalog, electric eraser, and jump full on into MARC. She was semi MARC literate but now she is much more MARC literate and we also noticed that a majority of our cataloging, probably at least 80%-85% of the cataloging we receive, is not original cataloging in any shape or form and most of it is fairly low level ... And we saw no reason why we shouldn’t utilize and upgrade Margie’s skills to handle this workflow and move things along” (2005).

The University Librarian, Dr. Douglas Bates also supported the idea and said,

“Marynelle had talked to me about the needs of her department and we talked about ways to get it done and I don’t remember whose idea it was. But the conversation came up that maybe we could increase the level of work that Margie does so that she could take on a

different level of learning than she is currently doing and Marynelle thought that was possible. And so I said that I would then work with Human Resources and upgrade Marge's position so that she would be upgraded. I asked Marynelle to write the job description and I would take it over to HR and subsequently they upgraded her to the position she is currently in. She is in a higher position because of that" (2005).

It's quite comforting to know that in the academic world, common sense does play a role in change and great vision. With amazement, we discovered in the literature review we conducted that a study discussing this was done by Vicky Toy Smith and Kathryn Etcheverria entitled *Staffing Trends in Academic Library Technical Services*. In the study, the authors write,

"One respondent mentioned success in reclassifying some positions in technical services from entry-level to professional to utilize a more skilled pool of employees." (Smith and Etcheverria, p. 47)

As the phrase says, "Great minds think alike" and this study was a wonderful find, confirming that other technical services units value their employees so much that the move to upgrade positions takes on a very natural consequence of the situation. The end result is a *win-win* to both employer and employee, the department and the library.

### **Physically Rearrange Areas in Technical Services**

This particular recommendation came as a result of both a change in technology and evidence of the need for more space for certain tasks. In an interview, Margie Tuttle explains her view on how this came about,

"When we started having serials area automated, it brought in computers ... which took up more space than the technician had previously. Therefore her area was cramped. So, you know two heads are better than one; we had about four heads. It's basically a trial and error redoing the Technical Services area. [The Serials Technician] did have enough room after we figured it out. She felt comfortable. Everything seems to go a lot better. When we accomplished that it seems to work a lot better and when we work a lot better, your job is enjoyable" (2005).

It takes coordination to physically rearrange a place. Our Technical Services team jumped right in and the process took several days to complete. Each area was distinctly their own. Very minimal cross-over occurs and the flow of processes has improved a hundredfold.

### **Copy Catalogers from our Sister Institution**

Being a part of a consortium has its advantages. The sharing of resources goes beyond the typical sharing of information resources. We saw this come to fruition as Technical Services faced another academic year with only one Cataloger and a vacant Cataloging position. A solution to addressing our backlog was all due to a wise and generous Cataloging Department head from Brigham Young University in Provo, Utah. He offered to send two Copy Catalogers from his institution, one to assist with the backlog of audio-visual materials and the other to move along the backlog of monographs. The agreement was that they would send the personnel and we would provide the housing. In a four to six week period, both Copy Catalogers were able to catalog over 618 videos and 24 DVDs; and 717 monographs, several of which were part of our Mormonism backlog. This arrangement helped boost our production and keep our backlog to a manageable state. Isn't this a cataloger's dream?

### **Encourage Use of Students as Trainers**

The use of students as trainers has always been beneficial to us. Students become experts in a task taught to them from their immediate supervisor when first hired. One particular example is a parsing and updating bibliographic records project brought on by the need to upgrade our records from pseudo-MARC to full MARC. This parsing and updating phase of the project is done completely by students. The more experienced students become trainers and supervisors. They keep track of the amount of records parsed and updated, train new employees and double check the work of the other students. They are compensated on an annual basis based on the recommendation of the immediate supervisor. Douglas Bates, University Librarian, has this to say about student employees,

"Student employees are critical for us because we have many service points to man and work to be done and we couldn't do without student employees" (2005).

### **Encourage Use of Volunteers and Interns**

Marynelle Chew commented on the recent efforts of a missionary volunteer. She said,

"We have a collection of curriculum education materials that have no records. And we didn't have the staff or the time to do them and they would have just remained on the shelves, but largely inaccessible and no searching the catalog. Also that impacted Circulation because it meant they would have had to have a manual circulation. And so we had a Service Missionary volunteer pretty much input the entire collection into our integrated library system. It was very minimal cataloging. She got it in and it is accessible and it circulates. That definitely would not have happened with out her" (2005).

She added her perspective on interns by saying,

“We have an intern whose actually working in the library but not for us. Again very bright, very easy to train. I think training is the biggest drawback. Once you’ve taken the time to train somebody and get them familiar ... spent all this time to get them to cruising altitude. Then they leave. That’s the only drawback with temporary workers. I guess it is a good trade off when I look at what has been accomplished” (2005).

Douglas Bates also gave his perspective on the use of missionary volunteers and interns. He said,

“Missionaries have contributed off and on in different ways. We have less control over the missionaries because you get the missionaries as they are available. And in some cases, we get missionaries who have come from a library background and they make a good contribution. We have a missionary now who works in the Pacific Islands Room who had been a librarian or who worked in a library. And then we’ve had missionaries in the past who haven’t had library backgrounds and made significant contributions. And interns have had an impact as well from time to time. It is a lot more difficult with interns because of the temporary nature of their stay here” (2005).

Both administrators acknowledge the important roles volunteers and interns play in the viability of a library and yet both share pearls of wisdom about the enormous time to train and bring they up to speed, only to see them leave. Short lived and yet the results are sometimes worth the effort expended.

Jeffrey Potter interned in Technical Services during the summer of 2005. He is now attending a library school back East. He gave insight on his experience when he said,

“My first reaction is, my gosh, there is so much work they are so under appreciated. There is a lot more theory [involved in the work done in technical services]. Okay. I knew prior to doing this internship that I wanted to go into library science, but I didn’t know what I wanted to go into, so I have to say ... that I really did this internship to get familiar with what librarians do. And coming away from this internship, I got hooked on what Technical Services does and what Catalogers do as opposed to what Reference Librarians do. I really appreciate the scholarship and the theory that catalogers have in order to make critical decisions” (2005).

## Results

One of the key results of this process of change was the establishment of a tracking system to see how long it takes for materials to be processed in Technical Services. As a Technical Services team, we came up with the idea of having a stamped *Post-it* note placed on every item received

from every purchase order. As the materials make their way through the various work flows, the date of each completed process is indicated on the *Post-it* note. The designated person then processes all these *Post-it* notes and gathers the data. This system has revealed blockages in work flows which have been addressed. Here is an example of the information on the *Post-it* note.

	<input type="checkbox"/>
Item received _____	
Acquisition _____	
Easy cover _____	
Cataloging _____	
Processing _____	
Holdings attached _____	
Review by catalogers _____	

The box on the upper right hand corner indicates the item requires original cataloging.

## Conclusion

This case study documents certain key recommendations implemented to strengthen the viability of the Joseph F. Smith Library Technical Services Department. Key to the implementation of the recommendations is team work. The technical services staff is to be commended for their efforts and the desire to change for the better. Change does require sacrifice. Best expressed by Marynelle Chew, Head of Technical Services, "We did it! We did it together! We are a great team!" (2005).

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# **Doing the Best With What You Have – The Harold B. Lee Library: A Case Study**

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## **Introduction**

In 2005, the Harold B. Lee Library at Brigham Young University in Provo, Utah had 163 full FTE (full time equivalent) employees, which broke down into 109 professional and 57 para-professional staff. In addition, the library employed 181 student employees working between 10 and 20 hours per week (*Library Statistics*, 2005).

The library served a student-body of approximately 30,000 students, as well as 1,600 full-time faculty, 550 part-time faculty, 1,300 administrative staff, 1,200 full-time staff personnel and 900 part-time staff personnel. In addition, the library serviced innumerable patrons with their electronic offerings (*Demographics*, 2005 and *Quick Facts*, 2005 ).

## **Establishment of the Strategic Planning Committee**

The Harold B. Lee Library (HBLL) administration established a Strategic Planning Committee (SPC) in 2000, composed of twelve individuals from different departments of the library. The charge was to bring the library into the 21<sup>st</sup> century and to make sure, in the expanding technology environment, that the library continued to serve the evolving needs of the campus. The unspoken question was, “Will there be a need in the future for a physical library with millions of physical items and thousands of square footage?”

So, everything – every department and every operation – was to be assessed and studied strategically. A broad spectrum of personnel was to be interviewed with questions including “What did they think their department could stop doing?” “... should start doing?” At the end of a first year, the SPC was to submit a document that was both a report of the current situation and a strategic plan for the future. Implementation would begin, and new assessments and

deeper study into specifically targeted areas found to be priorities during the first year would be addressed in the second year.

### **Personnel – A Necessary Analysis**

An important part of the strategic planning study dealt with personnel. As anyone knows, personnel is a very visible evidence of cash outflow. But the HBLL promised that no one would lose their jobs. What they wanted was to do better with what they had. In the next three years, several faculty librarians were to retire. Additionally, there significant turnover in support staff and student positions. Therefore, when each FTE position came up to be filled, it would need to be justified; otherwise, it would be reallocated.

A few years previous to 2000, a committee had been formed to look into the drastic percentage of student employee turnover. They had produced a policy that broke the flat student employee track into four grades based on skill levels, with the then current student wage level as its entry level wage. There were several hopes in what the results could do for the library. First, it would attract more skilled student employees to work in the library who previously had chosen higher paying jobs elsewhere. Second, it would help keep retention percentages higher and save full-time employees valuable time spent in training new student employees. Third, it would cause a domino effect where the university administration, which had authority over full-time staff wages, would see the need to provide better living wages to support staff when the top student pay grade was what many support staff made.

Thus, when the SPC began scrutinizing the entire personnel situation, they had the student employee pay grades as a beginning point. The next point was to conduct a survey of support staff employees. The SPC assigned this to the Library Support Staff Association, whose president for 2000 – myself – was a member of the SPC. The survey asked such questions as, “How long have you worked in the library?” “How long do you see yourself working in the library?” “Do you see yourself becoming a library worker as a career?” and “What reasons might cause you to seek a different job?”

The good news from the survey was that many paraprofessionals chose to work at low wages because they loved libraries and enjoyed the sense of *mission* they felt while contributing to a private, religious institution. Hence the library would probably continue to hire some qualified workers for less than these workers might expect to earn elsewhere.

The bad news was that many paraprofessionals would eventually be forced to seek other jobs. There wasn't room for promotion in the library to better-paying jobs on the flat *paraprofessional track*. Their current wages were not enough on which to comfortably support a family or to build a future. This was despite the fact that the job duties – as evidenced even in job descriptions – often required a college (though non-library science) degree. The pay simply couldn't compensate for or justify the hard work of earning a degree.

The end result? The high turn-over would very likely continue.

### **2003 – Moving Toward the Future**

In 2003, as a result of these findings, together with an updated strategic plan (*Moving Toward the Future*, 2003) emphasizing these and other initiatives, the HBLL formed a Job Description Task Force in the hopes of improving retention of experienced employees and providing better compensation for skill sets. The task force was charged to study the present situation of support staff employees and produce a report on skill sets and levels of complexity. Additionally, and most importantly, they were tasked to create a job family tree to be shown to the Human Resources Services personnel who were unfamiliar with libraries or how libraries rank library expertise.

The problem this was to address can perhaps be summarized in a loose analogy – the pay levels of support staff employees who worked in the high-tech and complex library environment were given parity with candy counter clerks and janitors. The university administration, through no fault of their own, still thought that library support staff merely typed up catalog cards and shelved books. They didn't know that support staff – especially in the Technical Services areas of the library -- needed complex computer skills, familiarity with languages, accounting experience and incredible adaptability with evolving technology, not to mention a knowledge of insider library languages which include MARC tagging, bibliographic standards and library science terminology.

### **The COPE Experience**

Coincidentally, the American Library Association, listening to the needs of libraries across the nation, had begun grappling with many of the same issues besetting the HBLL. In May 2003, ALA planned a conference to address these issues and to brainstorm for solutions. It was called the *Congress on Professional Education: Focus on Library Support Staff*, also known as *COPE 3*. *COPE 3* addressed four "Target Outcomes," the first of which is cited below, lined up exactly with our situation at the HBLL:

"1) To give voice to the three main issues indicated in the Library Support Staff Interests Roundtable survey of 1997 and to define strategies for change:

- a) Career ladders (few opportunities for advancement).
- b) Compensation not appropriate to level of education, experience, and responsibilities.
- c) Lack of access to continuing education and training opportunities" (*Overview...*, 2003).

In the case of the HBLL, the timing of this conference was perfect. Because I had been selected as the Utah Library Association's paraprofessional delegate to *COPE 3*, the HBLL gave me an automatic spot on our own Job Description Task Force. Each task force member (formed of support staff employees, one faculty librarian and one administrative employee) created a table of job levels for each library department. At the time, there were only two pay grade levels:

*entry level* – staff employees who had worked in the HBLL for less than three years; and

*beyond entry level* – staff employees who had worked more than three years.

Our new library job tree, consisting of the merged work the individual library departments had produced, came up with four levels. We felt immensely encouraged with the end product because we had been able to show in *Human Resources language* that the paraprofessional jobs were indeed much more complex than the university had understood them to be.

With the job tree completed, we then took on the monumental task of teaming with the supervisors of our own departments to rewrite every job description for the support staff in the library. After many drafts, revisions and rewording, and a year from when the task force had first formed, this arduous chore was finally finished. The library sent the new job descriptions to the University's Human Resource Services in great hopes of achieving change.

Five months later, on May 2004 the results came back. They were kept confidential, but a rough estimate is that nearly a third of the job descriptions for paraprofessional employees resulted in upgrades to job levels that had not existed in the library before this process.

### **The Catalog Department Experience**

Even before the formation of the SPC in 2000, the Catalog Department had been forced to think and act strategically in a continuous cycle. As a department of about 33 FTEs and 15 student employees, retention and training, combined with the impact of changing technology – especially the mushroom cloud that was the digital library initiative – were ever-present issues. The initiatives formed by the SPC helped to sharpen the efforts to make the most of existing resources.

Already in place was the use of volunteers whenever opportunities arose. Also, the change in student employee grade levels appeared to be positive in that the students seemed “to stay for the duration of their schooling” in their student jobs (Kupitz, 2005). This meant less time was spent training new student employees. An additional and important benefit was that after several student employees gained valuable experience in cataloging procedures – especially those who worked at the higher grade levels – they became prime candidates for filling any full time position that came open. At the time of this presentation, at least seven current Catalog Department FTEs started as student employees (six in the Catalog Department and one in

Acquisitions). Moreover, three FTEs currently working in other library departments started as student employees in the Catalog Department (Kupitz, 2005). In effect, the Catalog Department, as well as other parts of the library, created a pool of potential employees who when hired required less time and money spent in training.

It has been just over a year since the new grade levels replaced the flat grade level for library support staff. Because of the number of support staff in the Catalog Department, everyone is very vested in seeing a positive outcome. It is too soon to see deeper impacts, but in an initial response – beyond that of employees who saw an instant pay raise – support staff employees feel more respected and more valued because the library administration struggled through the process in the first place. In expressing her view, Carla Kupitz, Catalog Department Chair said,

“I think the change in level and pay made a difference for many people. It certainly helped give credit where it is due. And it makes it so much easier to open a position now knowing what the level should be. . . . I think this is also helpful to the applicants who want a higher level job. It gives us room for movement internally” (Kupitz, 2005).

### **Tuition Benefits**

Making the most of existing employee strengths is an essential part of doing the best with what you have. But one SPC initiative allowed the HBLI to do even more. They established a fund to help support staff for professional development. The fund partially covered tuition costs for anyone who enrolled in a Library and Information Science program. At the time of this presentation, two FTEs have finished their degrees and at least seven more are currently working in library science programs.

### **Ongoing Change**

One might be tempted to say that many things change quickly in the library world, *except* the resources provided to address and manage the change. Change by its very nature adds to already heavy workloads. Few libraries can boast they have enough resources to do all they are called on to do. One essential facet of making the most of existing resources is there must be an ongoing assessment. Or better still, an ongoing *reassessment*. It's a muscle that should never be relaxed.

One of the last initiatives of the SPC process every year was to set a goal for the next SPC cycle. This involves studying new issues, new technology and probably new employee situations. The SPC itself will have added new faces. And then the cycle will begin again.

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**Author's note:** In preparation for publication, some electronic resources have been reaccessed for latest information. The date of access shown in the References, though later than the PIALA 2005 conference, reflects information from 2005, the time period covered in this presentation.

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